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One of New York City's Reading Action Package, this guide was designed to help beginning teachers of reading, grades 9-12. It offers some principles and techniques on the following aspects of reading instruction: (1) evaluation for planning and teaching, (2) organizing classes for instruction, (3) getting acquainted with instructional materials, (4) scheduling time for reading instruction, (5) planning the reading lesson, and (6) getting started to teach. Sample lesson plans representative of the approaches used at various levels of ability are presented. A concluding chapter discusses general procedures for the identification and guidance of students reading below or above grade level and for the teaching of retarded readers and second-language learners. The appendix includes additional suggestions on the appraisal of pupil reading status and progress, grouping techniques, the use of reading centers, Dolch's basic sight vocabulary, a checklist of reading difficulties, suggestions for administering the Metropolitan Reading Tests, reading services available, and selected references for reading teachers. (NS)

LEVEL II

A GUIDE FOR BEGINNING TEACHERS OF READING

Grades 9-12

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Bureau of Curriculum Development
Board of Education • City of New York

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A GUIDE FOR BEGINNING TEACHERS OF READING

Grades 9-12

Bureau of Curriculum Development
Board of Education • City of New York

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Foreword

The bulletin, *A Guide for Beginning Teachers of Reading: Grades 9-12,* is one of six 1967-68 publications making up New York City's Reading Action Package. This "package" is especially designed to help beginning teachers and supervisors as they work to improve the reading level of every child — New York City's primary objective. Other publications in the new Reading Action Package are:

> *Sequential Levels of Reading Skills: Prekindergarten-Grade 12*
>
> *A Guide for Beginning Teachers of Reading: Grades 1-4*
>
> *A Guide for Beginning Teachers of Reading: Grades 5-8*
>
> *Supervisor's Handbook in Reading: Prekindergarten-Grade 12*
>
> *Beginners in Reading Instruction: Teachers and Pupils, Grades 1 and 2* (Manual to accompany in-service television workshop for teachers, Fall 1967.)

It is the hope of this office that the "reading package," of which this publication is one document, will be a powerful weapon in the total armament of materials, experimentation, institutes, special programs, in-service courses, and other services which the New York City schools have assembled in their attack on reading problems. New York City is determined that *every* child shall read to his maximum ability. The publication, *A Guide for Beginning Teachers of Reading: Grades 9-12,* is another evidence of that determination. Special commendation for this practical contribution to reading improvement in our city is given to the committee, supervised by Acting Deputy Superintendent Helene M. Lloyd, who is responsible for the development of this publication.

BERNARD E. DONOVAN
Superintendent of Schools

June, 1967

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This bulletin, one of the six making up New York City's Reading Action Package, 1967-68, was prepared under the direct supervision of Helene M. Lloyd, Acting Deputy Superintendent, Office of Curriculum, and William H. Bristow, Assistant Superintendent, Bureau of Curriculum Development. The need for a publication of this nature was indicated by a special committee of Assistant Superintendents: Bernard Friedman, Murray Hart, Nathan Jacobson, John McCarthy, Maurice Mehlman, Max Meyers, Theresa Rakow, Sidney Rosenberg, Daniel Schreiber, Saul Siegal, and Abraham Tauchner.

Herbert Potell, teacher of English assigned to the Language Arts Revision Project (Grades 5-12) of the Bureau of Curriculum Development, was responsible for writing the material. Abraham Ponemon, Acting Director of the Bureau of English; Rosemary Wagner and Jerome Carlin, Acting Assistant Directors of the Bureau of English; Louise Matteoni, Marjorie Drabkin, Joan McCabe, and Saul Gottlieb of the Bureau of Curriculum Development assisted in the devolpment or review of the material. Harold Zlotnik, then Acting Director of English, participated in the initial stages of the project.

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The editing and production of this publication were under the direction of Aaron N. Slotkin, Editor, Bureau of Curriculum Development. Lillian B. Amdur edited and proofread the manuscript and Simon Shulman was responsible for printing production and cover design.

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CHAPTER ONE

Evaluation for Planning and Teaching

Need for Rapid Evaluation

To establish rapport with pupils and set them on the path of meaningful routine, begin instruction at the earliest practicable moment. It would be helpful if, before taking this step, you had some basic, minimal information about each class and each pupil. Because it is virtually impossible to collect this information in time to meet the deadline of the first class on the first day, you may find it necessary to adopt any of the following applicable expedients:

1. Many language arts departments have developed uniform lessons for the beginning of each term. The department chairman may distribute these to staff members. Read them carefully before attempting to implement them. Uniform lessons serve the practical purpose of insuring that all pupils in a grade receive the same initial instruction and information during the period when individual adjustments in programs are being made and books are being distributed.
2. If you are in a school without beginning uniform lesson plans, begin with the regular language arts program prescribed for the grade. Consult the department chairman for instructions on the precise places from which to launch the instructional program.
3. Unless the uniform lesson plans introduce the matter of improving reading skills, you may postpone reading instruction until you have gathered information about each child's reading

potential. If, however, the class is specifically a reading improvement class, follow the program that will be given to you by the department chairman.

How to Proceed

The amassing of information about each child in your classes is a major task at the beginning of a semester. As you acquire experience, you will develop facility in accomplishing this task. Provide yourself with a notebook for each class, devoting one or two pages to each pupil for recording the following information:

1. Birth date and age
2. Last recorded reading score and date of test (The decimals indicate the month of instruction on a ten-month school year basis. Thus a score of 8.7 informs the teacher that the child is reading, in relation to a national norm, on an eighth grade level in the second month of the second semester. An average student, now in the ninth year, who had such a reading score in the eighth grade, is *not* a retarded reader.)
3. Attendance records (Consult the school's attendance officer for further information about pupils with extraordinarily high previous absence records.)
4. Disciplinary record (It is important, however, to guard against prejudgment of a pupil before you have had the opportunity to observe him in class.)
5. Academic achievement
6. Health data, especially factors that might impinge on reading performance.

Sources of Pupil Information

You will find the above information in the following sources:

1. Permanent record cards, which are uniform for all high schools and contain records of previous standardized test scores, previous subject ratings, attendance and lateness summaries for previous terms, record of extracurricular activities, notations on character
2. Current standardized test scores, including item analysis, if available, and diagnosis of difficulties

3. Cumulative envelopes for feeding school records, special awards and honors, anecdotal records
4. Guidance counselors and grade or group advisers, including guidance sheets, reports, and anecdotal records (Each pupil is assigned to a specific guidance counselor or grade adviser on either a full year or permanent basis.)
5. Records and recommendations transmitted by feeding lower schools, especially those from elementary schools, which are often detailed.

As you discover omissions in data for a particular student, notify the guidance department for appropriate action.

The Testing Program

Obtain the results of standardized achievement tests that are administered to students at the beginning of the school year. These results will provide fresh information for planning an effective program. At the present time, the high school testing program provides for testing in reading of all ninth- and tenth-year students in the fall and spring terms. This program permits an evaluation of progress during the school year. Some features of the program are:

1. Use of the *Metropolitan Reading Test: Advanced Level, Grades 7 to 9*
2. The administering of the reading test during the first month of the school year and during the third month of the spring term
3. Machine correction of pupil answer sheets in most cases
4. Return of reading scores to school usually in from four to six weeks
5. Item analysis (diagnosis), including counts by questions and type of skill, projected for each school and done centrally
6. Recording of test scores on pupils' permanent record cards as directed by the administration of the school.

Any satisfactory system of evaluation provides for continuing appraisal and use of supplementary sources of information about pupil performance. As you acquire experience and confidence, you will gain a deeper understanding of the evaluation process. You may then find the information in Appendix A, page 69, to be more meaningful than it may have seemed at first reading.

CHAPTER TWO

Organizing Classes for Instruction

You will probably find it easier in the beginning to practice whole class instruction rather than group teaching since the latter often creates problems in class control. As you become more familiar with the field of reading, you will be in a better position to experiment with some other realistic procedures for more effective teaching.

Grouping for Special Instruction

There are three basic patterns of organizing instruction to meet pupils' needs:

1. Whole class instruction
2. Individualized instruction
3. Group instruction

Because most New York City high schools provide individual programs for pupils based upon their needs and abilities, grouping for instruction has probably been more or less effectively done before the teacher meets the class. Such grouping, however, may be too broad to take care of the inevitable wide range of abilities within the class. It may be necessary for the teacher to narrow the range of achievement for the purpose of meeting pupils' individual reading needs more effectively. Grouping is especially valuable in teaching skills, but it is not, in itself, a "method" of teaching reading.

These are the most common bases for grouping pupils:

1. Instruction level as determined by standardized tests, informal tests, and teacher observation

2. Sequential level as determined by current performance status with reference to specific skills
3. Special needs as determined by an inventory of strengths and weaknesses
4. Special interests of pupils, either short range or long term.

Having several groups will enable you to accommodate students above, at, or below grade level. The pattern of grouping must be flexible enough to meet the needs of students within the instructional group and to conform to the nature of the problem to be solved.

The inexperienced teacher should seldom undertake to teach more than two instructional level groups simultaneously. Begin by establishing good pupil rapport, an interest in reading, and good work habits with the class as a whole. Gradually start operating two groups and then proceed to three or more. The following practical considerations will contribute to smoother operation of grouping procedures:

1. Arrange movable furniture to fit the nature of group dispositions about the room.
2. Where the furniture is fixed, dispose the groups about the room so that the individual members may be readily accessible to each other and able to work most effectively together.
3. Specify the procedures for orderly distribution and collection of books and supplies.
4. Use group chairmen as "buddies" to help individual members of the group when the teacher is working with one group or one student.
5. Provide clearly worded assignments or project descriptions so that each member of a group knows what he is to do and what his responsibilities to the group are.
6. Provide an "Optional Activities" chart or a "Suggestion Box" as a source of additional independent assignments for groups that finish beforehand.

To make sure that group work actually serves the needs of children, your responsibilities are to:

1. Know the specific purpose for the type of grouping used
2. Know the specific aims of each assignment given to the group

3. Make certain that the independent-reading work assigned *can* be done independently by the students and is of value to them
4. Plan a method for checking independent assignments with the pupils and time for this checking
5. See that the pupils have the materials needed for the assignment and that extra supplies are available
6. Provide additional assignments of value for the rapid workers
7. Estimate the allotment of time for group reading work within the total block of time scheduled for language arts
8. Evaluate the proportion of time being given to each reading group in the light of the reading needs of individual children
9. Evaluate the contribution of each child to the group and his ability to work with others.

Provision for Smaller Meaningful Segments of Instruction

The span of attention of pupils and the quality of instruction have a direct bearing on the ability of pupils to sustain interest. For slower students, especially those seriously below grade in reading, it is good strategy to divide class time into smaller blocks. This procedure may involve:

1. Informing pupils of the day's activities on a posted schedule or agenda
2. Designating a student to keep track of time so that the transition from one activity to another may be made smoothly
3. Planning a progression from one level or medium of instruction to another, that is, from oral-aural to written to silent reading
4. Opening each lesson with a five-minute drill in phonics or word building, especially in areas of general weakness
5. Providing for supervised silent reading with comprehension and vocabulary questions on the chalkboard or on rexographed sheets, which students must answer in writing
6. Devoting some class time to individualized or free reading so that the teacher is free to hold brief interviews with selected students

7. Planning skills lessons and directed reading lessons to include all skills taught in a given period of time.

Instruction organized into a series of smaller steps, systematically introduced, will make for more orderly and more interested pupil participation. But always the pupil, especially the one of below level attainment, must know what he is supposed to be doing and where he is supposed to be at a given time.

The retarded reader needs to be trained in the following skills, listed in the order of immediate importance:

1. Word recognition
2. Vocabulary — concept development
3. Sentence meaning
4. Paragraph meaning
5. Longer unit meaning
6. Critical reading

Many of these skills may be taught concurrently with other skills. For example, critical reading may be taught as sentence and paragraph meaning are being developed. As these basic reading skills are mastered, other related skills, such as work-study skills and locational skills, may be introduced.

The foregoing discussion provides a basis for the division of class time into smaller, meaningful segments. As far as possible, the separate activities of the class should seem to flow into each other naturally and without too much artificiality of scheduling.

As you become more experienced, you may be interested in setting up your classes as reading centers. One possible organization of this type is described in Appendix F, page 88.

Class Management and the Teaching of Reading

The beginning teacher's greatest problem is learning to control his class. Students who consistently present discipline problems to teachers are those with personal inadequacies. Reading difficulties, lack of well-defined interests, problems related to adolescent drives and urges, inability to relate to adults, and hostilities carried over from the home and community environments are some of these inadequacies. While learning to read cannot correct these maladjustments, it can have positive therapeutic values. These may be apparent when the pupil:

1. Is convinced that improvement in reading ability will substantially alter his total school performance
2. Is made aware that the world of reading offers excitement, escape, intellectual rewards, and a multiplicity of vicarious experiences
3. Looks upon the teacher as an enthusiastic and authoritative source of information about good reading
4. Is confident that reading improvement will take place if he cooperates with the teacher and practices the new techniques
5. Is made to realize that reading is directly related to life and that the resolution of some of his problems may be approached through the literature he reads in class and outside
6. Realizes that reading ability is a complex of skills and that his total performance may be improved by concentration upon some of the skills that make up this ability.

To achieve a desirable alteration in pupil attitudes, you may take the following positive steps:

1. Use high interest materials that do not place undue burdens on the reader because of difficult vocabulary and complexity of ideas
2. Get to know each student as thoroughly as possible
3. Be aware of what specific reading help each student needs
4. Be sympathetic and understanding even if the student is guilty of occasional breaches of discipline while you are firm in the face of outbreaks in order to keep these to a minimum
5. Be thoroughly familiar with assigned reading materials; know their usable limits and weaknesses, refining and adapting them to class needs
6. Establish a cooperative laboratory atmosphere in which the pupil willingly becomes a partner in this program of reading improvement.

The pupil who is profitably occupied and finds himself in a warm, friendly atmosphere conducive to learning does not usually become a disciplinary problem. Also, the teacher who plans meticulously, uses class time economically, and fosters a wholesome classroom situation usually has no disciplinary problems. Give time and effort to perfect humane management of students.

CHAPTER THREE

Getting to Know the Materials of Instruction

Types of Printed Materials for Reading Instruction

You are not expected in the beginning to have a wide acquaintance with available materials for teaching reading. Therefore, plan to consult the chairman of department early and visit the department's bookroom to examine the books allocated for specific grade and class use. If you have a choice of textbooks, examine them to decide which will best fit the needs of your classes. If a "buddy" within the department has been assigned to you, consult him for further advice on materials. In general, materials are of the following types:

1. New York City publications
2. Easy reading anthologies of literature
3. On-grade literature anthologies
4. Literature books for study in common
5. Skillstexts and workbooks
6. Commercial packages and kits
7. Self-teaching texts
8. Department files of mimeographed and rexographed materials
9. School-oriented periodicals and newspapers.

New York City Publications

1. *Basic Reading Program*

The materials of this program use a controlled vocabulary and are in sequential order. They are intended principally for intermediate school pupils whose reading ability is below 3.5. A controlled vocabulary will bore pupils who read above 3.5. Care must, therefore, be taken to see that students are actually nonreaders. Also, materials devised for seventh graders make the interest level low for senior high school students. The program consists of reading lessons, each of which includes: a basic plan for the teacher, suggested teaching materials to fit the steps in the basic plan, practice in oral enrichment, an application, a presession activity, and a homework assignment. The materials are in the form of a workbook for pupils and a manual for teachers. Developed by New York City reading specialists, these materials are published by the Board of Education and are available through special requisition procedures on application to Junior High School Reading Center, Dewey Junior High School, 4004 Fourth Avenue, Brooklyn, New York 11232.

2. *Intensive Reading Program*

The structured plans and materials of this program are intended for intermediate school students reading at levels between 3.5 and 5.0. The skills taught fall into three general areas: word-attack and word-meaning skills, comprehension skills, and work-study skills. In addition, there are directed reading lessons in which the skills are applied. Each lesson includes: suggested teaching materials, practice in vocabulary enrichment and application, a homework assignment, and a presession activity. These materials were developed by New York City reading specialists and are published by the Board of Education in the form of a workbook for pupils and a manual for teachers. They are available through the same procedure as described above for Basic Reading Program materials. There is also available an Intensive Reading Program — Extension that deals with the same skills on a more advanced level, with a new emphasis on appreciational skills. The reading level is approximately sixth grade. Again, ascertain in advance which members of the class have already been through the *IRP* before deciding to use it as a basic skillstext. There is, however, no reason why you may not use the lesson plans again with students who have been through *IRP*, provided that you rewrite the direct teaching and application materials on a higher level.

3. *Building Reading Power*

This is a programmed course in reading skills for those pupils whose reading level is below grade, but above 4.5. It is comprised of fifteen booklets divided into three separate series: context clues

(8 booklets), structural analysis (2 booklets), and comprehension skills (5 booklets). Each booklet is directed to a different set of skills developed in small, step-by-step fashion, which is characteristic of programmed learning. A teacher's manual is included with each complete set. Use these materials with individual students according to their needs no more than once or twice a week for specific brief intervals. Developed by New York City reading specialists, *Building Reading Power* is now published commercially and may be purchased in the usual manner.

Easy Reading Anthologies

Anthologies of the easy reading type are available as separate graded series from several publishers. They resemble the standard anthologies with the exception that selections have either been simplified or selected for high interest level and easy vocabulary. Detailed teachers' manuals are available, usually free, from the publishers. Their use is recommended provided that you exercise some selectivity in choosing individual selections and specific suggestions for teaching them. Be alert to the presence in them of materials written by authors from minority groups or dealing with various ethnic groups. Such selections may help to clarify student thinking about some of the disturbing issues of our time. Some anthologies also provide extensive built-in materials for the improvement of reading. Note those selections which teach specific reading skills or provide additional practice in skills. In general, use restraint in choosing literary selections to reinforce basic reading skills. Teach literature mainly for appreciation. Teach reading skills for better comprehension. However, teach appreciation skills in a reading lesson to help students recognize an author's techniques for evoking enjoyment.

On-Grade Literature Anthologies

These books contain a variety of short literary selections intended for students reading at or above grade level. Although their primary aim is to foster appreciation, most anthologies contain built-in reading aids that focus on vocabulary development, the improvement of reading comprehension, and the development of critical reading skills. Again, the teachers' manuals may provide rich suggestions for teaching both appreciation and basic skills. Where the anthology contains a specific reading improvement section, you may prefer it to a specific reading skillstext.

Literature Books for Study in Common

These are single books that are studied in depth. While your major aim will be to develop appreciation, read a particular book critically to spot comprehension difficulties and ways to develop specific reading skills. At the same time select key words for pupil mastery. Avoid lengthy word lists since vocabulary is a means to an end rather than an end in itself. Often these single books come with carefully prepared teachers' manuals or with bound-in supplements containing suggestions for day-to-day teaching and insights into reading and vocabulary problems. Consult the *Education Index* for articles on teaching specific books. This reference work will lead you to useful lessons and units often appearing in magazines like *The English Journal* and *High Points.*

Skillstexts and Workbooks

These books usually contain application materials or exercises to implement reading and vocabulary improvement programs. Some often claim to be self-teaching, but you should be aware that an exercise that purports to develop a particular skill is not *ipso facto* a self-teaching exposition of that skill. Your students may react unfavorably to your introducing this type of book. When students seem to reject a book, it is possible that their past experience with such a book has been unprofitable or that they have had it before. Such books are sometimes monotonous in format and often lead to busy work rather than direct instruction. You should, therefore, postpone their introduction until you have prepared the groundwork for a more favorable reception. These types of books are best used to provide additional practice for a newly presented skill or for presession or homework assignments specifically related to the skill presentation lesson. Students will not object to such assignments if they are limited.

The following suggestions may be helpful for the teacher using skills-building textbooks or workbooks:

1. Clarify the aim of the lesson in your own thinking. Unfortunately, some textbooks include diverse aims in the same exercise, necessitating refinement of aims and procedures for an effective, unified lesson. In such cases, use only the part of the lesson applicable to a specific aim.
2. Eliminate some activities in an exercise if doing so will result in concentrated impact and unity.
3. Motivate each reading-skills lesson as you would any language arts lesson. In accordance with the nature of the material,

direct motivation to the skill being taught or to the context of the reading passage. Thus, for visual discrimination of letters, you may begin motivation by writing on the board, "The little kitten curled up in a chair." Then ask what is wrong with the statement. For a lesson on a selection entitled "Klondike Stampede," begin by asking what would happen if gold were discovered in Van Cortlandt Park. Sometimes, too, a lesson may have as its springboard a brief discussion of what is suggested by its title, as in these instances: "Jazz Rocks the Ancients," "Spaceship to Venus," "Mystery of the Missing Band."

4. For students on the lowest levels of reading ability, have an entire selection read aloud after allowing a short time for preliminary silent reading; for other students, have the first few paragraphs read orally and the rest silently. To make the reading purposeful, use a directing question to carry pupils through the desired portion of the selection.
5. Guide the class or group through the first few items of an exercise before the students go on to do the rest on their own.
6. After becoming familiar with students' needs and responses to the materials, depart from the sequence of the textbook. If the text builds a highly ordered, sequential progression, omit those lessons that reinforce skills the students have mastered fairly well while maintaining the general sequence of coverage.
7. Reinforce skills lessons with follow-up activities and exercises by eliciting not only the correct responses but also the reasons for them. A useful procedure is to have students find the phrases or sentences in a selection, which, for example, justify an answer to a reading-comprehension question.
8. Vary activities, procedures, and materials. Although students with reading difficulty usually need the security of routine, they may routinely shift from one type of activity and text material to others in the course of a week.
9. Avoid teaching reading-skills lessons in isolation from other strands of the language arts. Thus, for example, a reading selection about the solution of a real-life problem may lead to the writing of a paragraph on whether the student would have solved the problem in the same way — and why or why not.

Commercial Packages and Kits

Publishers have produced various packages and kits intended for use in individualized or group reading instruction. These provide for students of all levels of reading ability, including those pupils in the intermediate or high school grades who are beginning readers and those who are college-preparatory, advanced readers. Common to most of these materials is a design for allowing the student to proceed on his own, with occasional teacher help and guidance. These materials provide helpful reinforcement of skills for the teacher of reading.

Also common to many of these materials are certain problems in their handling. How does the teacher keep the pupil working at maximum capacity and speed without undue pressure? When should the student move on from one level of the material to another? What can be done to focus attention on gaining reading skill rather than on getting the answers? If the student is to check his own answers against a key, how can he be oriented to a constructive use of this procedure? What does the teacher do while the pupils are working independently with the materials? The teachers' manual supplied by each publisher of a package or kit will furnish expert advice on these problems. Unfortunately, commercial packages and kits are often used as busy work. Just as workbooks should be used for additional application and practice, so should these materials.

In addition, the procedures evolved by experienced teachers in using one typical kit suggest an effective pattern that may be applied to the materials available from a number of publishers:

1. Once routines are understood by the class, you are free to work with individuals or groups, especially the ones needing the most help. Kit activities are self-motivating in that pupils like to use the answer keys to grade their own exercises and are eager to move up to successive reading levels.
2. Have a pupil move up to a higher level if he gets 100% in any three of the longer power-building exercises on his present level — or move down to a lower level if he gets less than 60% on any two exercises. Have the student do all the exercises on a particular level if he does not succeed in getting 100% on three.
3. Encourage speed, but be prepared to praise pupils who progress slowly and surely.
4. When five or ten minutes are available toward the end of a period, use the time for the shorter rate-building exercises.

5. To prevent strain on pupils, place less stress on timing so that the class can become comfortable in the routines; later, call attention to reading rate by suggesting that each pupil try to complete two or three of the power-building exercises in a period instead of the usual one exercise.
6. From time to time, assign one of the exercises as a formal test, collecting the answer sheet and grading the paper yourself.
7. Pupils must recognize that, when they cheat on self-administered exercises, they hurt themselves. Supervise the pupils' use of answer keys.
8. Train students to see that in determining *why* an answer is wrong, they are doing something positive about improving their reading ability.
9. As students do exercises involving both comprehension and developmental language drills, have them concentrate on comprehension, vocabulary, and language-skills activities.

Self-Teaching Texts

Materials for programmed instruction in book form are available from various publishers. An ideal program develops insights into the reading process, step by step, through small increments of learning. Reinforcement of learning occurs as the pupil learns after each step of the correctness of his response. Some programs, called branching programs as against linear programs, also provide for reorientation of the pupils' thinking if he makes a wrong response.

Teaching machines use materials and programs similar to those described above for programmed instruction in book form. Since only one "page" appears on the screen in response to the pushbutton, the student cannot look ahead at the answer as is the case with use of the programmed textbook; he must make a choice of answers and press the proper button before going on to the next step. If he selects the wrong answer, a "page" of additional instruction will appear on the screen to reorient his thinking before he returns to the original problem.

Some self-teaching materials in book form resemble programmed books in appearance, but are not organized to guide the learning process step by step through small increments of knowledge or skill. These are workbooks rather than programmed texts. If the quality of the material, however, is high, such texts may be useful for individualized instruction.

Department File of Mimeographed and Rexographed Materials

Many well-organized language arts departments have extensive files of teacher-developed materials for reading instruction. These materials may have been developed cooperatively by committees of teachers or independently by individual teachers. They often have the advantage over commercial materials of having been tailored to fit local needs and conditions and of having been tested in the classroom. Discover the resources within the department's file of materials. An active file permits additions of new and effective materials and deletions of materials that are no longer useful. A file broken down by topic and grade level is most useful to the beginning teacher. Since there are often logistics problems connected with the duplication of the materials, you may want to make arrangements well in advance of the date when they will be needed. At the same time, be aware of the copyright laws, which prohibit the reproduction of copyright material without special permission.

School-Oriented Periodicals and Newspapers

You will usually find, in the office of the language arts department, copies of numerous magazines and newspapers that are specifically oriented to various levels of the school population. They are often geared to pupil reading ability, catering to the above-grade, on-grade and below-level reader. They make a colorful effort to attract pupil interest in a journalistic type of reading. Frequently, they contain articles of current interest, fiction, poetry, reprints of materials from other sources, and specific reading and vocabulary improvement hints and exercises. They are available on a full-term subscription basis by pupils but may also be purchased from the department's textbook funds or through special funds set up by parents' associations or the school's general organization.

You will use these supplementary teaching aids more effectively if you carefully plan your lessons based on them. These aids are usually accompanied by teacher's editions that contain valuable teaching suggestions. If you overuse these aids or use them poorly, pupils will reject them. They are no substitutes for creative teaching.

CHAPTER FOUR

Scheduling Time for Reading Instruction

The Week's Reading Program

When the instructional program of a school provides for a full period of reading instruction each day in addition to regular instruction in language arts, there is no problem of scheduling specific teaching time for this purpose. The full 200 to 225 minutes of time available each week is devoted to teaching reading and vocabulary skills. Within this block of time some specific scheduling may be desirable to insure balance and necessary attention to each phase. The needs of the class will determine the exact allocation of time, but, under any program, reasonable amounts of time should be given to vocabulary skills, comprehension skills, adjustment to reading rate, and work-study skills. A distribution of time might resemble the following:

Comprehension skills	(40%)	=	80 - 90 minutes
Vocabulary skills	(15%)	=	30 - 35 minutes
Reading rate	(20%)	=	40 - 45 minutes
Work-study skills	(25%)	=	50 - 55 minutes
Total time		=	200 - 225 minutes

Where reading instruction is an integral part of the total language arts program, the teacher needs to schedule it carefully so that it does not become lost in the welter of other activities. While most language arts activities reinforce reading and vocabulary skills in some way, one should not rely exclusively upon incidental teaching of such skills but should plan instead for a scheduled, direct teaching approach. The likelihood is that the proportion of time devoted to the direct teaching of reading will decrease as the child ascends the high school ladder. The critical ninth and tenth years, however, are the proper grades for heavier concentration on such basic skills. The allocation of time for each strand of the course of study should be realistic in terms of pupil needs and its relative importance in the total picture. No outside source can prescribe accurately for local conditions. The suggestions, therefore, given in this chapter need to be amended to conform to the needs of each teacher's classes.

Early in the term, allocate to reading instruction a greater proportion of teaching time. As students gain in reading power, reduce gradually the percentage of time for reading skills. A brief five- or ten-minute vocabulary, phonics, reading comprehension or spelling exercise at the beginning of each period, conducted in lively, varied manner, can provide for an orderly beginning to each class period and can have a powerful cumulative effect.

Many pupils in New York City contend with conditions outside school that are not conducive to the fostering of reading habits. Therefore, you may have to set aside some portion of the remaining instructional time for supervised reading activities. You may use materials read in common or those chosen for the individualized reading program. Use the time devoted to reading in class in the following ways:

1. Observe individual pupil's reading habits to detect vocalization, finger pointing, excessive head movements, and inability to concentrate.
2. Provide specific, brief remedial instruction for indicated weaknesses of individual students as you move about the room or hold interviews with students.
3. Through individual interviews, direct pupils' reading programs and evaluate informally each child's response to instructional materials.
4. Supervise carefully to maintain order.

Use perhaps thirty minutes of the remaining weekly language arts instruction time to foster such reading in class. Avoid mere busy work. Instead, establish a pleasant atmosphere so that students may discover the pleasures of reading.

The Teacher's Schedule

You will find security in blocking out the instructional time in terms of specific and necessary activities. Your main difficulty will be to find adequate time for each important phase of the course of study. You will rarely have enough time for everything that has to be done. Most successful programs represent necessary compromises, reflecting a teacher's past experiences. In dividing your time into a reasonable schedule, keep in mind the following:

1. Be flexible in planning and willing to modify your plans. Avoid rigid scheduling.
2. Allocate reasonable amounts of time for group, whole class, and individual pupil instruction.
3. Because it is not always possible for the teacher to work with each group or child, provide for independent reading to make certain that each child receives some instruction in reading during the week.
4. If you plan to work with one group one day, plan to work with another group on the next reading instruction day.

CHAPTER FIVE

Planning the Reading Lesson

Thinking Ahead

In planning for the following week's reading instruction, answer questions like the following:

Where am I now in my instruction?

How have the plans for the current week worked out?

How much progress did the children make? How do I know?

How will the next reading lessons fit into the total language arts plan?

Which reading skills have we covered adequately?

Which reading skills shall I introduce next? How shall I implement them?

You must always know where you are, where you are heading, and how you will get there. For detailed information concerning a scope and sequence of reading skills, become thoroughly familiar with the following New York City curriculum materials:

Handbook for English Language Arts, Grades 5-12: Reading and Literature
Sequential Levels of Reading Skills: Prekindergarten-Grade 12

These materials should be available in the language arts office. The former is keyed to grade levels and provides concrete suggestions for handling retarded readers as well as pupils who are learning English as a second language. The latter is a companion volume to the present bulletin and describes a systematic developmental sequence of reading skills arranged in eight levels, not keyed to grades. The approach therein permits you to operate an individualized program of reading instruction based on the pupil's current reading level. Using *Sequential Levels of Reading Skills* generally requires greater experience than most beginning teachers have. For suggestions on testing and diagnosis, read carefully Chapter I of this manual on Evaluation for Planning and Teaching.

Writing the Weekly Plan

As you prepare to write the weekly plan, review in your mind:

1. The class's present situation
2. Immediate significant experiences that can be capitalized upon
3. Recurring problems and difficulties that may be anticipated
4. The scope and sequence of skills to be taught.

Because practices in writing lesson plans vary in format, content, and degree of detail, first consult your department chairman on how to prepare your lesson plans. In general, however, consider including the following in your plan:

1. The specific primary and secondary aims of the lesson
2. The new words or technical vocabulary to be introduced
3. Pivotal questions that must be answered or resolved
4. References to materials that have been or will be read
5. Introduction of a variety of materials appropriate to the class and to the aims of the lesson
6. Specific work provided for groups, individuals, and the class, depending on the planned organization of the class for instruction
7. Provision for a variety of reading experiences: skills development, recreational reading, listening to stories or other materials read aloud, reading for appreciation, using the class or school library, doing research, oral reading, silent reading
8. Provision for evaluating what has been learned.

Blocking out the Week's Plan

A class analysis of reading performance would, through frequency of items mentioned, indicate the greatest difficulties and the take-off point for functional teaching. Let us assume that rapid evaluation of the class and of individual pupils has revealed the following facts:

1. Generally poor and inadequate word-attack skills
2. Inability to use context to derive the meaning of words
3. Weakness in generalizing the meaning of paragraphs of textbook difficulty
4. Weakness in locational skills and inadequate orientation to the library.

Such an assessment may lead you to formulate both immediate and long-range plans. These might include:

1. Use of whole class instruction in the beginning until good rapport has been achieved with the class
2. Immediate concentration on vocabulary, comprehension improvement, and work-study skills, using the reading materials the class will actually be working with
3. Postponement temporarily of activities that pose control problems, such as class visits to the school or local library.

Next, in your plan book, provide for the following types of reading activities:

Word-attack skills covering these areas:

a. Use of phonics with provision for visual and auditory discrimination and blending of phonic elements

b. Use of structural analysis

c. Use of context

d. Use of the dictionary for location of a word, word meaning, multiple meanings of a word, pronunciation, spelling, accent, etc.

Comprehension skills that include the following:

a. Identifying the topic, topic sentence, or main idea sentence

b. Isolating the main idea

c. Observing the writer's use of supporting details (use of subordination and coordination)

d. Classifying and organizing ideas and details

e. Outlining and summarizing

f. Making proper generalizations

g. Drawing logical conclusions

h. Making reasonable inferences

You are now in a position to plan for the coming week as follows:

One lesson in structural analysis (using common prefixes in conjunction with word roots to show changes in meaning)

One lesson in making simple generalizations to promote improved comprehension.

NOTE: Sample lesson plans, including the two referred to above, are included in Chapter VI: Getting Started in Instruction, page 24. Chapter VII: Methodology of Teaching Reading goes into the techniques of teaching reading on the three levels: at, below, and above grade.

CHAPTER SIX

Getting Started in Instruction

Applicable Principles

As you begin instruction in reading, you may find the following principles worthy of attention:

1. Since the standard materials of instruction are usually intended only for students reading at or above grade level, use high interest or specially prepared materials with the below-grade reader. Such materials should not pose too many vocabulary difficulties and should coincide with the pupils' emotional and social maturity. It is generally ineffective to use primary or intermediate grade materials with retarded readers in the high schools.
2. Success breeds confidence and enthusiasm. Therefore, for the below-grade reader, introduce reading tasks with which he can be successful.
3. With severely retarded readers, overdo or overmotivate the introduction to specific reading tasks so that they are not left too far behind with little hope of catching up. An illustration of the approach might be the following:

   In a ninth-grade class reading at fifth-year level, the teacher discovers that considerable confusion exists between the *ch* and *sh* sounds. He plans an attack in three phases.

Phase 1. Oral — Do Not Look at Words

a. Blow nose with mouth open and produce sound as in ahchoo.

b. Tell someone with appropriate words to be quiet. ("Sh - - - !)

Phase 2. Language Experience — Look at Words

a. Say after me chair. What other words can we make with the word? (chairman, chairs)

b. Say after me chick. What is it? Do you hear ch at the beginning? Do you hear k at the end? What other words can we make with it? (chicks, chicken)

Phase 3. Improving Visual and Auditory Discrimination

a. Say after me share, chair.

What other words can we make with them? (chairing, sharing)

Follow-up. Present ch as sh in machine and chute and elicit other examples.

Note: Limit pupil contribution of examples by assigning the writing of lists of words and using the dictionary as a research tool.

4. Because of frustrations associated with previous experiences in reading, some children will begin with hostile or indifferent attitudes toward reading which may accentuate their difficulties in learning to read efficiently. Don't force such pupils in the beginning, but rather strive for rapport first. Once they are less suspicious and are confident that you are acting in their best interests, you will be able more readily and successfully to lead them into instruction.

5. Interest and enthusiasm are contagious. Students will reflect your genuine interest in and enthusiasm for reading.

6. Perfect your teaching technique with an objective evaluation of each lesson taught. To improve your teaching, annotate each lesson plan after you have taught the lesson. Note weaknesses and strengths.

Sample Lesson Plans

The lesson plans that follow are intended to be representative of approaches at various levels of pupil ability. They are not model lessons. You may deviate from them. Adapt them to local conditions. For future reference, record weak and strong points in the lessons.

*Level H (Ninth Year) — Students Reading at Grade Level

Aim

†1. To demonstrate, as a prime vocabulary-building aid, the value of knowing the parts of a word to determine its meaning

2. To understand the force of the prefix in modifying the meaning of a word

3. To illustrate, at the same time, the limitations in the use of structural analysis for deriving the meaning of a word

Motivation

When we look at a finished manufactured product such as an automobile, for example, we sometimes fail to realize the great number of separate parts that went into the making of that product. How do we know that the separate parts along the assembly line of an automobile plant are going to fit the requirements for assembling the finished auto? (They have been machined or stamped out in advance and have been designed to be interchangeable. In a number of trial runs they have already been assembled into the model of the car for which they were designed.)

Now look at the word *interchangeable*. In what sense does this word resemble our completed automobile? (It is composed of a number of separate parts, each of which has been assembled to form a word with its own distinctive meaning.)

Into what parts does the word break down? (inter + change + able) What are the names of these parts? (inter = prefix, change = word root, able = suffix)

Let us review the meanings of these terms, which you probably learned in earlier grades.

Elicit the definitions and write them on the chalkboard:

1. A word root is the main part of a word that carries its basic meaning. What is the word root in interchangeable? (change)
2. A prefix is a word particle that comes before the main part of a word and changes that word's meaning. Which part of the word prefix itself fits this definition? (pre)

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* The reading levels are explained in *Sequential Levels of Reading Skills: Prekindergarten - Grade 12.*

† This lesson is based on material in the following publications:

HERBERT POTELL and others. *Steps to Better Reading: Book 2.* New York: Harcourt, Brace, 1964. (Reprinted by permission.)

____________*Tests for Steps to Better Reading: Book 2.* New York: Harcourt, Brace, 1964. (Reprinted by permission.)

3. A suffix is a word particle that comes after the main part of a word and changes the word's meaning. What is the suffix in interchangeable? (able)

To demonstrate how much you already know about prefixes, suffixes, and word roots, I have made up the following brief quiz, which I ask you to take now. Your scores will not be recorded, but do the very best you can.

Distribute rexographed quiz as follows:

DIAGNOSTIC TEST OF KNOWLEDGE OF COMMON PREFIXES, SUFFIXES, AND WORD ROOTS

Part A — Each of the words that follow should be familiar to you. In the blank spaces in each sentence, give first the form that is called for and then the basic meaning of that form.

Example: The suffix in *employer* is *er* meaning *one who.*

1. The word root in *complex* is ____________ meaning ________.
2. The prefix in *circumnavigate* is ________ meaning ________.
3. The suffix in *nominee* is ____________ meaning ________.
4. The prefix in *interstate* is ____________ meaning ________.
5. The suffix in *kingdom* is ____________ meaning ________.

Part B — In each sentence that follows, the literal meaning of the word to be completed is underlined. Supply the remaining portion of the correct word.

1. To come between two persons who are arguing or fighting is to ________vene.
2. An alphabet in which the letters stand for sounds is a ________ etic alphabet.
3. If, after six months of work in a job, one's pay has been increased three________, it has gone up three times the original amount.
4. Something that gives off a foul or bad smell is ____________ odorous.
5. A wrongdoing is often a ____________demeanor, punishable by law.

(The students rate their own papers or quickly exchange papers and rate their classmates as the teacher supplies the correction key. The results are tabulated. Let us assume that they are revealed to be poor.)

These results represent what happens prior to study. What do we have to do as a consequence? (We have to study common word parts to see if the results can be altered.)

Study the meaning of the following prefixes (listed on the board):

pre = before

dis = not

inter = between

We can reasonably expect to find words containing these prefixes to reflect their meaning. You can see now that an interchangeable part is one that ______________. (Can be changed between two or more parts that are similar.)

If a driver leaves the New York State Thruway at the Utica Interchange, where is he getting off? (At Utica, which is a change-off point between the Thruway and it.)

Look at the word *dislike.* How do we know that *dis* in the word is a prefix? (Coming before the word root "like," it changes its meaning to the negative.)

What then is one way of altering or modifying the meaning of a word? (Placing a prefix in front of it.)

In the word *prefix* itself, what is the part that means "before"? (Pre.)

Medial Summary

When we add a prefix to a word, what in effect are we doing? (We are adding a part before the main part of a word and consequently changing the meaning of the root.)

In this lesson we have been chiefly concerned with prefixes as a means of decoding the meaning of words. Whenever we see the prefixes presented in this lesson in the words we meet in our reading, we should expect the words to contain the meaning of the prefixes. This rule, however, is not always true. They are not necessarily prefixes when they begin all words. Just because a word begins with these combinations of letters, we ought not to assume that they are prefixes. How will we tell when they are prefixes and when they are not prefixes? (By close examination of a word to see whether it contains a word set apart from the prefix. A sound procedure is to remove what looks like the prefix and see what we have left.) Let us see how this works in actuality.

Write on the chalkboard:

in/ch
dis/c
inter/nal

inter/view
pre/view
dis/appoint

If we remove what look like prefixes from the words in the first column, what are we left with? (Letters that do not convey meaning.) On the other hand, when we do the same with the second column, what are we left with? (Word roots.)

What caution must we exercise when we look at word parts for clues to meaning? (We need to be sure that they are the prefixes they seem to resemble.)

What should our final authority be? (A reliable dictionary that gives the origin of words.)

Final Summary

Let us find out how much you have learned about using prefixes in a practical way to unlock the meaning of words. Take the following quiz. Work rapidly but carefully. Then compare the results with the results on the diagnostic test you took earlier.

Distribute rexographed sheets containing the following test:

Distribute rexographed sheets containing the following test:

PREFIX TEST

In each sentence that follows, the meaning of the word to be completed is underlined. Supply the remaining portion of the correct word.

1. Disconnecting a motor is the opposite of __________ing it.
2. When two high schools play each other within league competition, they are taking part in an ____________school game.
3. A pupil who does not obey instructions is a ________obedient person.
4. Anything that happens before it was supposed to is ________ mature.
5. A prophet who says that something will happen beforehand is making a pre____________.

6. A player who comes between a ball and the player for whom it was intended in a football game ______cepts the ball.
7. A telephone or radio system that permits communication between two persons in the same building is called an ______ com.
8. To judge a person beforehand without careful investigation is to pre__________ him.
9. When a person falls out of favor with another, he is in ______ favor.
10. An individual who no longer has the heart for a project has been ______couraged.

Follow-up

a) Give the following assignment:

Find five words for each of the prefixes that are the subject of this lesson. Notice how the meaning of the prefix operates in the words and then write a good sentence in which you use the word correctly.

b) Provide for note-taking on the function and position of prefixes and suffixes and the method of determining when several letters are or are not a prefix.

Level H (Ninth Year) — Students Reading at Grade Level

Aims

1. To help pupils understand the nature of generalization
2. To teach the use of generalization as an aid to improving reading comprehension

Motivation

Suppose you are arranging to meet a friend in front of a certain store. Which of the following directions would you be more likely to use?

1. "I'll meet you in front of the store where they sell potatoes, carrots, peas, beans, flour, cereal, butter, eggs, milk, cheese, celery, lettuce, and so forth."
2. "I'll meet you in front of the supermarket."

(Number 2)

Why? (The second is a concise statement, which is what a set of directions should be, and it embraces the first, thus making it the more likely to be used.)

Development

When you describe a store by calling it a "supermarket" rather than by listing all the products the store sells, what in effect are you doing? (We are generalizing.)

Suppose, now, you tell your parents where you have been walking. Which of these sentences would you be more likely to use?

1. "I walked past two oak trees, then an elm tree, and between a birch and a pine, then past another oak, and through a cluster of pines, and so forth."
2. "I walked through the woods."

(Number 2)

If you were to go through a long catalogue of trees, your parents might say, "You could not see the woods for the trees." What they would mean is that you could not see any patterns in the details. In other words, what were you not able to do? (We were not able to generalize.)

The ability to generalize will also help you to read with better comprehension. For example, take this sentence:

> "Birds' nests have been found inside traffic lights, on top of church bells, in empty cans and jars, in the headlights of an old auto, and even in the pockets of coats hanging on a clothesline." Can you pick out three key words from the first five words of this long sentence?

"Birds' nests have been found.........." (on chalkboard)

(Birds' nests found)

So the sentence is about "birds' nests" being "found." Now let us pick out the key words from the rest of the sentence. There are six more thought groups:

inside traffic lights

on top of church bells

in empty cans and jars

in the headlights of an old auto

even in the pockets of coats

hanging on a clothesline

How many key words do you count in these six thought groups? (Thirteen or more.)

Can you think of two or three words that tell the essential meaning of all those key words? (Many unexpected places or many unusual places.)

If we use the expression "many unexpected" places to summarize the long list of details, what process are we using? (Generalizing.)

Medial Summary

When we generalize from a list of details, what are we trying to determine? (We are trying to determine what the details or examples have in common.)

Look at this list:

bear
lion
giraffe
horse
squirrel

What do all these examples have in common? (They are all animals.)

Now read this list on the board:

tennis
soccer
chess
football
bridge
golf

What is the common element in this list? (They are all games.) Are they all sports? (No. Some are; others are not.)

Read this list of words:

telegram
letter
telephone call
note
lecture

What common element do the words share? (They are all messages or communications.)

Now read this final list:

scolding
reprimand
spanking
imprisonment
being fined
being expelled from school

Write the common heading for each item over the list on the board. (Punishments.)

Summary

1. When we generalize, what information do we find out regarding the details or examples used? (We find that the details or examples all relate to the same topic or thing.)
2. How can we use this skill? (If we generalize accurately, we can extract the meaning of what we read.)
3. How does generalizing help us when we write a composition? (It helps us organize our ideas.)

Follow-up

In subsequent lessons, review principles taught in this lesson, develop the concept that sometimes one generalization is not enough, and provide paragraphs and longer selections that call for generalizing the meaning.

Level G (Ninth Year) — Students Reading Below Grade Level

Aim

To help pupils find the main idea of a paragraph when it is not directly stated

Motivation

Elicit that among the most popular movies today are the James Bond pictures. The most popular TV shows are:

I Spy

The Man from U.N.C.L.E.

Perry Mason

Alfred Hitchcock Presents

Why are they so popular? (People enjoy trying to figure things out for themselves. We take delight in seeing how some people extricate themselves from desperate situations. We become directly involved in the excitement.)

Today we are going to be detectives. Can we figure out the hidden meaning behind some pictures and paragraphs?

Procedure

Before the lesson begins, hand each student a set of four sheets. Then instruct the class to turn the sheets over and look at the first picture: an open cage, a dead bird, a crying girl.

Teacher: What has happened in this mystery?
Student: Because the girl is crying, I think the cat has killed the bird.
Teacher: What did you do to get at this hidden meaning?
Student: We put the clues together.

Draw up a chalkboard outline from student responses:

Clues	*Meaning*
bird feathers	Cat ate bird.
girl crying	
cat's jaws	

Teacher: Let's try another mystery. Look at all clues.

Class studies the second picture: a boy at the piano, baseball hat on his head, bat and glove next to him.

Student: It looks as if the boy wanted to go out to play baseball, but he has to practice instead.
Student: You see the baseball bat and the glove, and the boy has a baseball cap on.

Second board outline

Clues	*Meaning*
bat	The boy would rather play ball than practice the piano.
glove	
cap	
boy at piano	

Teacher: How did we get the real meaning behind these pictures?
Student: We put the clues together.
Teacher: What was our decision when we put them all together?
Student: We got the meaning.
Teacher: Well, fellow detectives, now let's try solving some mysteries in writing.

The teacher tapes five charts to the chalkboard. Students are given time to read them silently; volunteers then read each one aloud.

Chart 1

I tell stories to everyone. I am made of paper and have many pages. Sometimes I have many pictures. What am I?

Student: A book.
Teacher: What are the clues that give you the real meaning?
Student: Stories, paper, pages, pictures.

Chart 2

I have hands but no feet. I have a face but no head. I cannot speak but I can tell you something important. What am I?

Student: A clock.
Teacher: What are the clues that give you the real meaning?
Student: Hands, face, tells something important.
Student: It couldn't be human; it has a face but no head.
Student: It had hands but no feet.
Teacher: Who knows what these mysteries are called?
Student: Riddles.

Chart 3

My trunk, alas! it has no lock;
It hasn't any key:
It hasn't any key;
But yet wherever I may go
I take my trunk with me.
What am I?

Student: An elephant.
Teacher: What are the clues that tell you it's an elephant?
Student: Trunk with no lock and no key; it takes its trunk wherever it goes.

Chart 4

I've many teeth, but I don't bite. In fact, I keep you looking right. What am I?

Student: A comb.
Teacher: What are the major clues?
Student: I keep you looking right.
Student: You have to use a comb to keep you looking right.
Student: I have many teeth, but I don't bite.
Student: *Teeth* is the major clue.

Chart 5

I'm sometimes very large, and I'm sometimes very small.
Some folks like me greatly — some do not at all.
I have many keys but can't open a door.
I am almost always found on the living room floor.
What am I?

Student: A piano.

Teacher: What are the major clues?

Student: Many keys which don't open any doors.

Teacher: How did we get the answers to these riddles? Not once was the answer in the passage given.

Student: The clues. We put the clues together and got the meaning.

Student: I thought the answer to number 4 was a toothbrush. It has bristles.

Teacher: If you call the bristles of a toothbrush teeth, then you are right.

Teacher: You did very well with the riddles, but we don't always read riddles. We read material in books.

The teacher now tapes to the chalkboard a passage which the students read silently; then one member of the class reads it aloud.

> The tramp of footsteps sounded heavy as the squad of soldiers marched into the prison courtyard. In their midst walked a young man, coatless and bareheaded. He was deathly pale, but he walked with a firm step and held his head high. An officer led him to the brick wall and tied a handkerchief over his eyes. As the officer turned and raised his hand to the soldiers in the line, every gun leaped into position.

Student: It could be an enemy. Maybe he did something wrong. They brought him into the courtyard. They are going to kill him.

Student: It could be a criminal, and it could be in the early days when they didn't have gas chambers. They used firing squads to kill criminals in those days.

Teacher: How did you know about the firing squad? It isn't mentioned.

Students: They put him against a brick wall, and there was a line of soldiers with guns. That was a firing squad.

Medial Summary

Teacher: What have we been doing today with our pictures, our riddles, and our paragraph?

Student: We have been trying to get the main idea.
Student: We have to use our minds to try to bring the meaning out even when the meaning is not stated in words.

Practice

Teacher: Let's practice.

Instruct students to turn to the passages on their duplicated sheets. Give them time to read silently and to answer the questions that follow each selection. Walk among them as they work to give help wherever needed.

After a reasonable time, stop the class. Call for volunteers to read each paragraph and answer the accompanying questions.

Paragraph 1

He kept his eyes on the history book, but the pages might just as well have been blank. Outside of the windows he heard a sharp crack, followed by shouts of excitement and joy. Into his thoughts came a picture of a ball meeting a bat and then sailing out high over a lot.

1. What was the boy supposed to be doing?
2. What did he want to do?

Student: He wanted to be playing baseball instead of studying history.
Teacher: How did we get the answers to these questions?
Student: It says he kept his eyes on the history book; his thoughts were on the game outside.

Paragraph 2

The player leaped to catch the football, and, twisting his body away from many outstretched hands, he began to race toward the end of the field. He swerved and dodged as he ran, still clutching the ball. Suddenly he stopped, and all the people in the grandstand jumped to their feet, cheering wildly and shouting as though mad.

1. Where does this take place?
2. Why did the player stop running?
3. Why were the people shouting?

Students give the correct inferential responses immediately: a football field; he had crossed the goal line; he has scored a touchdown.

Paragraph 3

The two men were bare except for short trunks and sneakers. They faced each other in the center of a square, inside the ropes. At the sign from the referee they shook hands, even though they wore bulging gloves. The referee stepped to one side, and then the gong sounded. Immediately, the two men rushed at each other.

1. Where were the men?
2. What were they about to do?

Student: They were in the boxing ring.

Student: They were about to fight each other.

Teacher: What are the clues?

Student: They wore trunks and sneakers, and they had on bulging gloves.

Paragraph 4

"Bet you're afraid to fight."
"Bet I ain't either."
"Then why don't you start something?"
"Who's going to make me?"
"Aw, you're scared."
"Who's scared? I bet you're scared."

Are these boys eager to fight? Why?

Student: They are eager to fight.

Student: They are stalling. They don't really want to fight.

Student: They are just arguing with each other.

Class and teacher agree that when boys really want to fight, they fight and don't argue or talk about it. The first student then sees the incorrectness of his conclusion.

Summary

Teacher: A week from now when you can't get the meaning of a passage right away, what are you going to do?

Student: I am going to look for clues in the paragraph — get the meaning from clues when the main idea sentence or topic sentence for the main idea is not stated in exact words.

Follow-up

As an outgrowth of this lesson, recommend Alfred Hitchcock's *Solve-It-[illegible]self-Mysteries,* a book in which the students may play detective. Show the class a copy and stress that the school library has copies. Explain that, at a vital point in each story, the author stops to let the reader solve the mystery; at the end the writer finally gives the solution. Thus, students may pit themselves against the writer and even judge the validity of his solutions.

Lesson Plan: Work-Study Skills for a Social Studies Class

Level H (Tenth Year) — Students of Average Achievement in Reading

Aim

To help students find the main thought of a paragraph when the main idea must be inferred from the paragraph as a whole

Motivation

Write the following paragraph on the chalkboard and have students read it silently to get a general impression of the paragraph as a whole.

In the early twenties, the Washington Conference and the World Court League were organized to bring about a more friendly feeling among nations. Before that, the League of Nations, established after World War I, helped to avert some wars. In the late twenties, the Paris Peace Pact did much to give peace to the world. In 1945, the United Nations was established to bring about world peace.

Teacher: What are your general impressions as to what this paragraph is about?
Student: It seems to be about world peace efforts after World War I.
Teacher: What would be a suitable title for the paragraph?
Student: It is difficult to make up a good title, for each sentence seems to relate to a totally different thing.
Teacher: What are the different items mentioned? Let's underline them!
Student: The Washington Conference and World Court, the League of Nations, the Paris Peace Pact, the United Nations.
Teacher: Reread what is said about each of these items and notice the related thought common to all. What is this related thought?
Student: Some ideas are related to greater friendliness among nations and the desire for peace.
Teacher: Express the related thought in the paragraph in one sentence. Although there is no main idea sentence expressed in the

paragraph, the main idea may be inferred from the various related details within the paragraph.

Students: There were many attempts to establish world peace immediately after World War I.

Many steps have been taken to establish peace in the world after World War I.

Teacher: What steps did we go through to infer the main idea of this paragraph? (Teacher writes the steps on the board.)

Students: Read the paragraph and think of a suitable title for it. (If the pupil is unable to suggest a title, ask whether the sentences refer to many different things.)

Reread the paragraph to find a common relationship among all the sentences.

Express this common relationship in a complete thought. (Main idea sentence)

Summary and Application

Using students' textbooks, select paragraphs in which the main idea is not expressed directly. Then have pupils follow the steps reviewed above to infer the main idea.

SAMPLE PARAGRAPH

When Japan invaded Manchuria in 1931, the League of Nations was powerless to do more than censure her for this aggression. Subsequently, Germany, encouraged by the League's lack of force to act against Japan, rearmed and reoccupied the Rhineland. Then, in 1935, Italy followed suit by invading Ethiopia in defiance of the League. Finally, when the Soviet Union invaded Finland in 1939, the League was totally powerless to act because the world was at war.

MAIN IDEA SENTENCE

The League of Nations was not an effective means of preventing war.

Follow-up

A. Students who are unable to grasp the concept involved in this lesson need individual consultation with the teacher to determine whether the cause of failure is lack of basic social studies vocabulary or general inability to get the main idea. If either is the case, provide corrective work to build up social studies vocabulary and to develop skill in getting the main thought. In the latter case, review all prior steps in getting the main idea of a paragraph and then reintroduce the present skill with simpler materials.

B. Alert yourself to those students who are having difficulty with this important skill. For these pupils prepare a series of simple, sequential corrective lessons.

Level F (Ninth Year) — Students Reading Well Below Grade Level

Aims

1. To habituate pupils to find proof in the text for conclusions drawn
2. To demonstrate the need to read carefully for the purpose of drawing reasonable conclusions

Materials

Newspaper filler articles

Motivation

Sometimes little children amuse us by the bright things they say or do. Most of us have younger brothers, sisters, cousins, or neighbors six years old or younger. Tell the class of some amusing or bright thing they have said or done. (The teacher encourages two or three sustained responses.)

Development

Teacher: Today we are going to read an amusing story about some very young children. The first sentence of that story is on the board: "From Hollywood, California, a kindergarten teacher, Miss Gladys Murray, writes us about her experience."

On the basis of the information in this sentence, would you say Miss Murray is from (a) the North, (b) the South, (c) the East, or (d) the West? How do you know?

Student: Miss Murray is from the West because California is in the West.

Teacher: In reading the article that follows and answering the questions, try to follow this instruction: Don't put down an answer to a question unless you have found the proof or basis for it in the passage.

The Newspaper Article

From Hollywood, California, a teacher, Miss Gladys Murray, writes us about her experience.

"I was preparing my kindergarten class for story time. Thinking I had a good idea for keeping small hands still, I said, 'Let's each one pretend to catch a butterfly and hold it in our hands. When the story is over, those still holding their butterflies may go outside and turn them loose!' All was quiet for at least five seconds. Then young Billy began to scream and cry.

" 'Whatever is wrong with you?'

" 'I caught a bee!' sobbed the imaginative Billy."

(from the *New York Herald Tribune,* November 3, 1963)

On Rexographed Sheet

Directions: Write the letter of the best answers in the space at the right.

1. The teacher in this story teaches pupils who are (a) five years old, (b) six years old, (c) seven years old. 1. ____

2. The teacher wanted (a) the children to be quiet so she could tell a story, (b) to teach the children to use their imaginations, (c) to learn to catch butterflies. 2. ____

3. Billy started to scream because (a) he was stung by a bee, (b) the bee he was holding flew away, (c) he had a very active imagination. 3. ____

4. Pretend means to (a) go out and do something, (b) make believe, (c) try. 4. ____

5. Sobbed means (a) cried, (b) shouted, (c) said. 5. ____

In the space below write one or two sentences to answer the question.

6. What trouble does Miss Murray sometimes have with the kindergarten children when she reads them a story?

____

____

7. In the space below, write one or two sentences telling how a young child you know did something amusing.

____

____

TEACHER ACTIVITY

1. As pupils work silently, circulate among students to assist those answering incorrectly. Habituate them to find a textual support for an answer before writing it down.
2. Have one or two pupils with good sentence answers to questions 6 and 7 copy them on the board.

Summary

How may we be reasonably sure that our answers to reading questions (like those in Questions 1-5) are correct?

Evaluation and Follow-up

A. 1. Have pupils answer Questions 1-5 orally. To get credit for an answer, pupils must cite textual proof.

2. Have boardwork answers to Questions 6 and 7 read aloud and discussed.

3. Have additional good answers to Question 7 read aloud and discussed.

4. Encourage discussion of the correct answer to Question 2 since it is likely some pupils will have selected other answers.

5. Distribute additional articles or anecdotes pasted on cards or posters with comprehension questions similar to the one presented above. Have students practice until they have become adept.

B. The skill still needs alert and continuous follow-up. Only through such intensive work may students acquire the proper respect for proof as a test of conclusions.

Give additional help by collecting numerous suitable examples from parallel materials being read by pupils.

Level H (Ninth Year) — *Students of Average Reading Achievement

Aim

To help pupils develop skill in deriving the meaning of unfamiliar words from context

Motivation

Teacher: You are sure to meet new words now and then as you read, but you may not always have a dictionary available to find their meanings. What can you do under such circumstances?

Student: We can try to get the meaning of a new word from its use in a sentence. We can also observe the words and sentences surrounding the unfamiliar words for clues to its meaning.

Teacher: There is a fairly simple method you can learn to use. Furthermore, it usually takes just a moment, and it need not interrupt your reading. Let's see how it works.

Distribute books or rexographed material.

Development

Teacher: Read the following sentences:

The prisoner escaped from the guards by jumping off the train, then got away again before they could catch up with him, and finally eluded them once more by dodging into the crowd at the station.

Teacher: What is the meaning of eluded? What clues helped you determine the meaning?

Student: Escaped the notice of, evaded. The writer uses the words "escaped" and "got away." Also, the entire passage emphasizes action to get away.

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* This lesson has been designed for students of average achievement in reading who may need some corrective work in the use of context clues.

Teacher: Now read this sentence:

He brandished the sword fiercely, but the enemy soldier waved his own sword in a threatening manner also.

Teacher: What is the meaning of brandished? How did you determine it?

Student: Shook or waved in a menacing manner. The writer's use of "waved," "threatening," and "also" established the meaning of the word.

Medial Summary

Teacher: What method have we used in finding the meaning of an unfamiliar word?

Student: We used clues provided in the rest of the sentence.

Teacher: This method is known as getting the meaning from context. Write CONTEXT on chalkboard.

Teacher: Determine from the context the meaning of the underscored words in the following sentences. Identify the clues that helped you unlock the meanings.

1. On previous occasions the boy had feigned illness, but this time he was really sick.
2. It took the firemen nearly an hour to bring the conflagration under control.
3. We came out of the cave at once; our friends emerged later.
4. Sam began collecting shells on Monday; and by the end of the week, he had accumulated a large supply.

Student Responses:

1. Gave false impression of. Clues: "but this time," "really."
2. Fire (disastrous fire). Clues: "firemen," "under control."
3. Came out. Clues: "came out"; also "later" to balance "at once."
4. Collected; piled up. Clues: "began collecting," "large supply."

Add other similar sentences if time permits.

Teacher: Sometimes you have to look for the definition of an unfamiliar word in another part of the same paragraph. In the passages below, read carefully to determine the meaning of the underlined word. Try to determine the clues to the meanings provided by the writers.

5. Prices in the stock market always seem to fluctuate. They keep changing constantly, apparently without any good reason.
6. The boat capsized in the heavy waves. The passengers, after being spilled into the sea, tried to hold on to the overturned hull.

Student Responses:

5. Move up and down; change. Clues: "keep changing constantly."
6. Overturned. Clues: "overturned hull," "spilled into the sea."

Add other similar paragraphs as time permits.

Summary

Teacher: How did we find the meanings of the unfamiliar words without the aid of the dictionary?

Student: We used two aspects of the same method of deriving the meaning from the context: the first from clues contained in the sentence in which the unfamiliar word appears, the second from clues contained elsewhere in the paragraph.

Teacher: How may this skill help you in all your subjects?

Student: It provides a rapid, fairly accurate method of making educated guesses at the meaning of unfamiliar words without unduly interrupting the reading for dictionary work. Furthermore, dictionaries may not always be readily available.

Evaluation and Follow-up

1. Provide additional practice in getting the meaning of unfamiliar words from context with examples such as the following:
   a. A policeman is prepared to sacrifice his own life, if necessary, to enforce the law.
   b. That boy is very belligerent: he is always trying to start a fight.
   c. He only wanted a chance to sleep here in the forge and then to sneak away as inconspicuously as possible.
2. Use a variety of examples illustrating the principle described in this lesson to help you spot difficulties of individual students so that you may provide remedial practice or corrective work.

3. For superior students, supply more extended examples, using words that they do not know.

   Example:

   "One evening when I glanced shyly at him, he nodded in his brusque way. Everything about him was brusque, keen, and soldierly, and when I saw that he recognized me I swung into step beside him. He was like a military procession with a brass band, the way he always set the pace for anyone who accompanied him."

   — From *"The Duke's Children"* by Frank O'Connor

4. For slower students, demonstrate the efficacy of this method with numerous examples from their actual reading in all subjects.

*Level D (Ninth Year) — Students Seriously Below Grade in Reading Achievement

Aim

To help pupils learn compound words as an aid to vocabulary development

Motivation

Read the following sentence or one similar to it, preferably one containing an unfamiliar word.

The countryside was ablaze with fall colors.

Teacher: Words similar to the underlined word are the following, which I shall now ask you to read to the class.

(On Board)

birthday
grandfather
anything
someone

chalkboard
policeman
homework
outside

Teacher: What do these words have in common?
Student: Each word is made up of two separate words.

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* Adapted from *Teaching Reading in High School* by Robert Karlin. Bobbs-Merrill Company, 1964. (Reprinted by permission of the publishers.)

Teacher: Identify each word in each compound word by separating the two words with a downstroke, as, for example, in birth/day.

(Students write the exercise in their notebooks. When the class finishes, ask two students to come to the boards to write the correct answers in the respective columns.)

Teacher: Now listen carefully to this group of words to make certain that you hear the separate parts:

(On Board)

postman
everywhere
sunshine
downstairs
swallow

nearby
newsboy
peanuts
swimmer
airplane

Teacher: Which words are not compound words, that is, words made up of two or more separate words?

Student: Swallow and swimmer.

Teacher: What is the difference between these two words and the other group of words?

Student: The other words are actually made up of two separate words. These two words contain one word plus another syllable.

Medial Summary

Teacher: Then to qualify as a compound word, what requirement must it fulfill?

Student: It must be composed of two or more separate and complete words.

Teacher: Now look at the two columns of words on the chalkboard. Match a word in the first column with a word in the second column to form a compound word. Copy these words into your notebook and then draw a line from one word to the other to show the relationship, as for example, sun——set.

air
sun
book
moon
neck
lime

set
rise
lace
strip
stone
keepers

Teacher: Write one sentence for each of the newly formed compound words. Read your sentences aloud to the class.

(Each student prepares six sentences. Pupils read their own sentences to the class. The teacher then continues this procedure until the pupils grasp the principle.)

Teacher: Fill in the blank spaces in each sentence with the most appropriate word from the list we have just formed.

1. The expensive ____________ was placed in the vault for safekeeping.
2. Farmers use ____________ to reduce the acidity of the soil.
3. The enemy ____________ was bombed out by Air Force planes.
4. We waited for ____________ before beginning the night excursion down the river.
5. The brilliant ____________ was reflected in the pool.
6. Most competent ____________ are known to possess legible handwriting.

Summary

Teacher: What separate skills have we used as we learned about compound words?

Students: We saw the separate words in a compound word.

We heard the separate words in a compound word.

We put words together to form a compound word.

We used and derived the meaning of a compound word in context.

CHAPTER SEVEN

The Methodology of Teaching Reading

Responsibility of the Teacher

While the teaching of reading is the responsibility of all teachers, it is primarily the responsibility of the English language arts teacher. Most teachers can learn to teach reading. The average English teacher can learn to teach reading to all of his students except possibly those who are severely retarded in reading. Also, the teaching of reading to pupils at, above, and below grade levels is not basically different. You may have to modify techniques and use simpler approaches, applications, and materials. However, no radical departures from the philosophy and psychology of reading instruction for students of varying abilities are necessary.

General Procedures Applicable to All Ability Levels

1. Teach reading skills directly by devoting entire lessons to each skill. Select skills suited to each pupil's sequential level.
2. As you teach literature and other aspects of the English language arts course, provide many opportunities for incidental instruction in basic reading skills to reinforce the direct teaching of such skills.
3. Individualize instruction by determining pupils' ability levels and by concentrating on the sequential development of the skills applicable to these reading levels.

4. Adjust the content of materials for reading instruction to the ability levels of pupils.
5. As you become more experienced, adjust instruction according to the nature of the learning process so that teaching of the same skill is repeated in an upward spiral of review with reinforcement from grade to grade as well as within the same grade.
6. Adjust instruction to take advantage of opportunities to teach or review other skills not specified in the scope and sequence of reading skills for the high school grades.

The Developmental Approach for the On-Grade Reader

In general, pupils reading on grade will require little corrective or remedial work. The approach, therefore, will be largely a *developmental* one. Pupils will continue to practice and extend reading skills begun in earlier grades. The characteristics of this approach are:

1. *Developing Word Power*
    a. Pupils add new words daily to their sight vocabularies and use these correctly in current writing and speech.
    b. Pupils develop independence in word recognition and word-attack skills through a variety of means:
        Use of context clues
        Mastery of phonetic analysis
        Use of structural analysis (prefixes, word roots, suffixes)
        Use of dictionary with competence and efficiency
        Development of interest in language *per se* and in the history of language.

2. *Getting and Interpreting Meaning*

    Comprehension is a complex of subskills, each of which requires direct teaching and emphasis. The subskills are:

    a. Getting the main thought
    b. Finding and relating supporting details
    c. Determining sequence

d. Drawing inferences

e. Reading critically:

  Distinguishing between fact and opinion

  Recognizing propaganda techniques

  Reasoning logically.

3. *Developing Work-Study Skills*

   These involve the following subskills:

   a. Following directions

   b. Locating information (library skills, dictionary, encyclopedia, *Who's Who,* etc.)

   c. Selecting, evaluating, and recalling information

   d. Organizing information

   e. Using graphic representations, maps, globes, charts, diagrams

   f. Using intensive reading-study techniques (SQ3R)

   g. Improving the mechanics of silent and oral reading.

4. *Adjusting the Reading Rate*

   Pupils learn to adjust the rate of reading according to materials and purpose by

   a. Identifying the nature and difficulty of materials being read

   b. Expanding vocabulary

   c. Improving comprehension

   d. Training in rapid perception, using mechanical aids if they are available.

Students Reading Above Grade

Identification

The senior high school pupil who is reading above grade level may be readily identified by the following characteristics:

1. He has fluent speech and a large oral as well as written vocabulary.

2. He learns easily and rapidly in all content areas.
3. He has a quick curiosity in a wide variety of matters and frequently satisfies his curiosity through reading.
4. He has a relatively long span of attention and can keep at a task, especially one involving reading, for extended periods of time.
5. He reads actively and creatively, attempting to participate in the process that helped the writer to produce the work.
6. He has keen analytical ability that enables him to follow a writer's purpose and development of thought, as well as to detect any flaws therein.
7. He has the ability to make valid generalizations after collecting data or observing a series of related events.
8. He works well independently and assumes a leading role in cooperative planning and group efforts.

Guidance

Despite the above impressive list of characteristics, it is a mistake to assume that the superior reader no longer needs any instruction or guidance in reading. Experienced teachers know that even the best readers need further development in vocabulary, work-study skills, and the ability to adjust reading rate. Thus the teacher should be aware of the following guiding principles:

1. Formal drill may bore the advanced reader and "busy work" will repel him. Each lesson in reading skills must, therefore, pose a specific challenge and meet a genuine felt need.
2. The gifted reader may readily be enlisted in cooperative plans that will result in substantial gains for him and for other members of the group.
3. The pupil who is reading at a high ability level should be encouraged to do much independent work and to evaluate progress in this work himself.
4. The superior reader may be motivated to extend himself, especially in reading rapidly without loss of comprehension.
5. Since he is expert in finding and relating details, the gifted reader enjoys integrating the reading skills he currently is practicing with the subject matter of all his courses of study.

Procedures in the Basic Reading Skills

Developing Vocabulary

The above-grade reader derives pleasure and benefit from participation in:

1. Making vivid and relevant associations of new words with important current and past experiences
2. Keeping a careful word file with notations of sources of new words
3. Becoming aware of the multiple meanings of words and practicing their use with care and exactness
4. Developing a keen interest in the denotative and connotative meanings of words
5. Developing an interest in image-producing and action-describing words
6. Classifying words in categories or families such as psychological, scientific, sports, professional, etc.
7. Becoming expert in structural analysis of words and developing awareness of the limitations of some prefixes, suffixes, and word roots in helping to unlock the meanings of words.

Improving Comprehension

In the area of reading comprehension, the gifted reader should concentrate on the following more advanced skills:

1. Drawing reasonable inferences as to the writer's content, purpose, and point of view
2. Recognizing and being able to handle literary and rhetorical devices
3. Using reading for problem solving
4. Detecting the writer's tone and mood and the reasons for same
5. Evaluating the objectivity or truth of what is being read
6. Developing skill in following the meaning in a wide variety of reading
7. Becoming adept at spotting flaws in a writer's logic

8. Learning to detect propaganda and slanting even when presented subtly.

Developing Work-Study Skills

The superior reader may on occasion be deficient in the work-study skills. He, therefore, needs to be motivated to improve in:

1. Developing awareness that each of the content areas requires special reading skills for mastery
2. Appreciating the value of economical and efficient methods of study such as those inherent in the SQ3R method
3. Learning efficient methods of taking notes and summarizing the content of materials read
4. Becoming skillful in following directions, especially from charts and diagrams, so as to achieve desired results
5. Finding the appropriate rate of reading specific materials in the content areas through experimentation and reserving slower speeds for more technical and demanding reading
6. Learning to overstudy as insurance against forgetting the content of matter read
7. Becoming expert in reading and understanding graphic materials and representations.

Adjusting Reading Rate

It is likely that even the student above grade level is reading typical materials far too slowly. In view of the heavy academic demands made upon him and the increased demands to be made at college, it is important that he learn to adjust his reading rate to the nature of the materials being read and to his purpose for reading at any particular time. Moreover, given his natural motivation, this is one area in which he may make rapid gains.

The general approach to developing the ability to adjust reading rate involves the following principles:

1. A definite unit of work involving planned and systematic practice in rate of reading should be prepared and set into operation.
2. The teacher should begin with materials below the pupils' present grade level; in other words, with materials that pose no difficulties in vocabulary or interpretation of meaning.

3. Mechanical aids, such as tachistoscopes, have obvious motivational appeal but they are not inherently necessary for any systematic program of rate improvement.
4. Timed drills should be of relatively short duration and selections used should be precounted with prepared conversion tables so that pupils may quickly calculate their rates of speed.
5. Individual pupils should keep their own charts or graphs of comprehension and speed, competing constantly against their previous scores and times rather than against their classmates.
6. Speed should never be emphasized to the exclusion of comprehension. An acceptable level of comprehension should be established as a concomitant to improved rate.
7. A wide variety of materials, but principally informational nonfiction, should be used in carefully graded sequence.
8. The psychological reactions of pupils should be carefully watched to avoid adverse effects from undue pressure to increase reading rate.

Students Reading Below Grade

The distressingly large numbers of students substantially below grade level in the high schools make the teaching of reading to these pupils the foremost educational problem of the system. It is paramount, therefore, that the teacher be aware of the problem, the identity of the retarded reader, and effective instructional and psychological practices. It is not uncommon, moreover, for the beginning teacher to be assigned to the teaching of pupils who are substantially below level in reading achievement.

Identification

You may identify retarded readers by the following characteristics other than pupil performance on standardized reading tests:

1. Often, but not necessarily always, retardation in reading may correlate with low mental ability. However, the pupil of low mental ability reading up to his potential cannot technically be classified as retarded.
2. He is usually weak in word recognition and word-attack skills.

3. He possesses a generally inadequate vocabulary although he may have a higher oral (listening) vocabulary than reading vocabulary.
4. He has great difficulty in getting and interpreting the meaning of whatever he reads.
5. He operates at a very slow rate with all varieties of reading matter.
6. He has many mechanical faults in reading, such as exececssive vocalizing, finger pointing, regressing, constant losing of place, making tiring head movements, etc.
7. He has poor locational skills, probably because for him the library has been an alien place.
8. He seldom does any independent reading and almost never reads for pleasure.
9. Because of his frustrations in reading and low academic achievement, he may generally have hostile attitudes and feelings toward instruction and the teacher. He is thus potentially disruptive.

General Practices in Reading Instruction for Retarded Readers

1. By means of questionnaires, interest inventories, pupil interviews, and students' autobiographical writings, collect pertinent information about your students' interests and immediate needs so that you may better understand them and know how to approach them.
2. Because of heavy psychological pressures militating against sustained application to a task, your pupils will find short units of work and frequent shifts in activity more satisfactory. Each unit of work should, however, be carefully structured to avoid confusing pupils.
3. Bearing in mind the need to take into account pupil limitations, establish reasonable standards of acceptability for work performed while you require pupils to strive for accuracy, concentration, good work habits, and pride in accomplishment as worthwhile goals.

4. Provide definite tasks in class lessons and make sure that assignments are understood.
5. Pupils need special help in starting a task. Read aloud together with the class the first few paragraphs or sentences and do the first few exercises with them to get them started.
6. Establish meaningful routines to dispel the insecurity of some pupils. Avoid excessive variety or deviation from routine for insecure youngsters.
7. Encourage reading at home and performance of homework in all subjects as the key to effective remedial instruction. (At the same time, expect frequent nonperformance of homework assignments, and be prepared to move quickly in another direction before a stalemate in the classroom develops. Anticipate recurring situations in handling the retarded reader.)
8. Allow for a relatively slow tempo in the performance of intellectual tasks by these students.
9. Accept the child's level of language use, including his dialect choice of words, use of slang, and idiomatic expressions to encourage oral participation in class.
10. Strive to provide enjoyable reading experiences to help develop a positive attitude toward learning in general and reading in particular.
11. Demonstrate the practical need for reading in everyday life in such common tasks as following directions on the job, filling out application forms for employment, preparing income tax forms, applying for naturalization and citizenship papers, reading newspapers and advertisements.

Specific Practices in Reading Instruction for Students Reading Below Grade

Developing Word-Recognition and Work-Attack Skills

The key to solving the retarded reader's problems lies in attempting to correct his patently poor word-recognition and word-attack skills. His comprehension and rate of reading cannot improve until he recognizes words readily on sight. In helping him to cope with this serious problem, you may find the following procedures effective:

1. In the beginning, use some such list as the Dolch list of 220 common words of the Basic Sight Vocabulary to build pupils' stocks of known words. (See Appendix D.)
2. Provide exercises to strengthen visual discrimination of letters and sounds since retarded readers frequently show patterns of reversals and inversions of words and letters.
3. Correct frequent substitutions of words where configuration patterns and meaning are similar by means of exercises to improve auditory and visual discrimination.
4. Since a common fault of the poor reader is to regress frequently, urge him to keep going forward steadily in his reading. Reassure him that there will be no loss of comprehension as a result.
5. Provide frequent practice materials that compel pupils to read in thought patterns rather than word by word.
6. Stress attention to meaning or main thought to eliminate insertion by the pupil of words that are not in the printed text.
7. Plan for systematic phonics training, especially for those pupils who are manifestly confusing sounds, but not for a whole class.
8. Use context clues as the principal means of enlarging pupils' vocabularies in the most interesting and painless manner.
9. Plan for sequential lessons in the development of dictionary skills to help make pupils more adept in their use of the dictionary.
10. Avoid too much formalism in structural analysis. Retarded readers especially may fail to see the connection between the original meaning of an affix or word root and its use in a particular word. Mastery, therefore, of a host of sterile forms may simply multiply pupils' difficulties rather than alleviate them. Concentrate instead on those forms that have fairly fixed and unvarying meanings.

Developing Comprehension Skills

Steps to improve the retarded reader's comprehension may include the following procedures and activities:

1. Begin each reading lesson by anticipating the vocabulary difficulties in the materials to be read. Emphasize the use and meaning of words in context.
2. Capitalize on the class's or individual pupil's current interests and experiences, approaching events or holidays, seasonal occurrences of interest to young people.
3. Provide frequent oral opportunities for pupils to exchange views and interpretations of reading matter.
4. Use appropriate audio-visual materials that help clarify reading matter and train pupils in accurate visualization of the printed page.
5. Familiarize pupils early in the school year with the standard parts of books they are using: the table of contents, index, appendix, glossary.
6. Develop exercises that demand following step-by-step directions, especially the making of a simple thing out of paper or toothpicks, for example.
7. Use photographs and pictures to provide training in inferring story, mood, and special circumstances in selections being read.
8. Use anecdotes and jokes to give pupils practice in getting the main thought.
9. Construct telegrams as statements of the main thought of reading selections. This is a useful device for poor readers.
10. Using newspaper stories from which headlines have been removed, have pupils match headlines to stories.
11. Provide ample practice in identification of the topic of passages read.
12. Motivate pupils to do more free reading of books by keeping a class chart of books read by individual pupils.
13. Seize every opportunity to give individual help to pupils who have more than usual difficulty in reading.

Reading for Pupils Learning English as a Second Language

The General Approach

The teaching of reading skills does not vary in basic philosophy and general approach for pupils learning English as a second language. However, since the teaching of reading builds on pupils' previous experiences with and knowledge of spoken language, some differences in practices may inevitably be expected. Oral expression is the foundation for teaching reading and provides the first experiences in reading a new language. Second-language learners are limited in their oral expression to the sentence patterns and vocabulary which they have acquired either through instruction or through contact with those around them who speak English.

For the second-language learner, the building of a reading development program depends on his level of linguistic ability, both in his native language and in English. Grade placement tends to be meaningless as an assessment of the pupil's current reading status.

The Nature of the Second-Language Learner Population

In preparing teaching materials, be aware of and consider the differences in the linguistic background of your students to be sure that the linguistic elements and content meet their needs and interests. For the most part the second-language learners will fall into two groups:

1. Those who have had no previous schooling in New York City (recent arrivals)
2. Those who have had some schooling in New York City.

Pupils with No Previous New York City Schooling

Pupils with no previous schooling in New York City may fall into the following categories:

1. They may have had some instruction in English as a second language with an emphasis on the audio-lingual skills.
2. They may have had no instruction in English as a second language.
3. They may be reading on grade level in their first language. These pupils have acquired and developed language skills, as well as skills and knowledges in other areas of curriculum, in their native language.
4. They may be retarded in reading in their first language.

Pupils with Previous New York City Schooling

Pupils who have had some previous schooling in New York City may fall into the following groups:

1. They may have been born in New York City and have had the prescribed language arts program for all children.
2. They may have been born in New York City and have had special instruction in English as a second language for part of the school day.
3. They may have entered the New York City schools at various grades with varying degrees of proficiency in their native language and in English. The older the pupils, the more likely we are to find a wide range of educational background and diversity.

Techniques of Teaching Reading to Second-Language Learners

The techniques of teaching reading to pupils learning English as a second language are primarily those of teaching beginning reading. It is essential to develop audio-lingual readiness prior to introducing the written or printed forms of words. Pupils with some background in their native language have already learned to relate the sounds of the spoken words to the graphic symbols which represent them in their language. Thus they have acquired an understanding of the fundamentals of reading. The suggestions that follow are designed to teach the sounds of spoken English by developing listening and speaking skills and relating them to the graphic symbols.

1. *Begin reading with carefully controlled linguistic elements.*

   Beginners who have some background in their own language may be introduced to reading as soon as they have oral control of a few sentence patterns and a limited speaking vocabulary. Three important criteria for selection of the linguistic content of the reading materials are:

   a. The materials must reflect natural language forms.

   b. The structural and semantic (meaning) elements must be controlled.

   c. The material must previously have been mastered audio-lingually.

In summary, the structure, vocabulary, and content of the oral part of the lesson control and become the language element and content of the reading material.

2. *Develop reading charts*

The teacher guides the class in developing cooperatively reading charts. These charts may take such forms as:

a. A summary of a common class experience that has been discussed orally

b. A memorized dialogue

c. A memorized series of action sentences.

Following are samples of several types of charts that may be developed:

With Controlled Structure

My Street

There are many houses on my street.
There are private houses on my street.
There are apartment houses, too.
There are many stores on my street.
There are many grocery stores on my street.
There are fruit stores, too.

With Less Controlled Structure

We go to the auditorium every Tuesday.
We salute the flag.
We sing "The Star-Spangled Banner."
We sing other songs.
We listen to the principal.
We return to our room.

A Memorized Dialogue

Good morning. How are you?
Fine, thank you, and you?
I'm fine, too. Where are you going?
I'm going to the gym.
So am I. I'll come with you.

A Memorized Action Series

Please stand up.
Please go to the board.
Write your sentence on the board.
Read the sentence.
Return to your seat.
Thank you.

3. *Recombine Known Materials*

The teacher prepares reading materials in which the structures and semantic elements have already been taught so that the students are presented with seemingly new material in which all the elements are familiar. Mastery of structure has been attained and the structural elements need not be so controlled.

For example, the class is planning to take a trip to a factory in the community. They have listened to and practiced using "going to" to express the future tense. Previous language lessons, both oral and written, have developed, practiced, and applied such structural elements as the use of the possessive: "our class," "our lunch," and expressions of time: "at nine o'clock," "at twelve o'clock," "at noon." The teacher writes the chart on the board or duplicates it in advance and distributes it to the class so that each pupil may have a copy.

TOMORROW'S TRIP

Our class is going to visit a factory tomorrow. We are going to leave school at nine o'clock and walk to the factory. In this factory, we are going to see how clothes are made. We are all going to take our lunch with us. At twelve o'clock we are going to the park to eat. I know we are going to have a good time.

4. *Combine Known Material and New Material*

The teacher prepares material combining new elements with familiar items. In general, students have no difficulty with one new item introduced among 25 to 30 known items. Not only must vocabulary and structure be controlled, but interest level must be appropriate to the student's age.

For example, the following chart, prepared by the teacher with the cooperation of the guidance counselor, is related to getting a summer job and securing working papers.

New Vocabulary	*New Structural Element*
employer	had to + infinitive
employment	had to get a health examination
certificate	had to fill in a form

JUAN'S SUMMER JOB

Juan is going to work in a grocery store this summer. He found a job in his neighborhood. He got a pledge of employment from the principal. He took it to his employer. Juan had to get a health examination. He went to the Board of Health to get his examination. They took an x-ray of his chest. The doctor asked him a lot of questions. He had to fill in a form. Juan has his health certificate. He also has his working papers. Juan is going to start to work in July.

As the pupil's oral English and reading skills develop, he will be able to read from simple texts. However, the teacher should follow the procedures set forth previously and below, regardless of whether the materials used are charts, teacher-prepared materials, or texts.

5. *Introduce Standard Reading Material As Soon As Feasible*

   When the pupil has reached the level of being able to read materials appropriate for native students of the same age and grade, the teacher should introduce standard reading materials.

Specific Principles and Practices of Teaching Reading

The list of principles and practices that follow represents only a partial inventory of effective means of teaching reading to pupils learning English as a second language. Other methods will be described in appropriate methodology texts and professional journals. (See Appendix H.)

1. Listening, understanding, and speaking should always precede reading. The length of time for deferring reading will depend upon such factors as:
   a. Age of students
   b. Objectives of the English language arts program
   c. Amount of time devoted to English in the student's education

   d. The student's personal motivation

   e. The student's native language

2. The first voicing of sentence patterns should be done by the teacher. Since subvocalization of words takes place mentally as one reads, the second-language learner is helped even in his silent reading by knowing the correct pronunciation, intonation, pause, and stress for which the teacher has provided a model.

3. The teacher always provides preliminary preparation in the reading lesson for sounds and meanings of new words, the more difficult structures and idioms, the unfamiliar cultural allusions, the gaps in experiential background.

4. The following outline is presented as a pattern for a reading lesson. It is deliberately detailed and not all the suggestions offered would necessarily apply to any given lesson. Teachers may, therefore, select from among these suggestions those applicable to the objectives of their reading programs:

   a. Select brief materials.

   b. Motivate the lesson through discussion of content related to pupil experience; awaken a desire to find out what the material says.

   c. Explain structural patterns and vocabulary that may be unfamiliar. Write them on the board. Elicit meanings by gestures, mimicry, simple drawings, synonyms, antonyms, cognates, or simple definitions. However, if so much time is required for preliminary preparation that little is left for reading, the choice of materials is not appropriate.

   d. Read the passage aloud to the class, while the pupils follow in their books. This differs from the usual order of procedure in teaching the beginning reader for whom English is a first language.

   e. Pause frequently during oral reading to the class, and ask simple questions to check comprehension.

   f. Have all pupils reread the selection in unison, and have the more capable ones read individually. The good reader must supply mentally the unrecorded melody of spoken English if he is to get full meaning from the printed page.

g. Have pupils read silently the now familiar material to find answers to factual questions of *who, what where,* and *when.* The *why* questions and other inferential questions require greater language skill than the second-language learner may have.

h. Use objective exercises: multiple-choice, matching columns, completion questions, or true-false questions with the requirement of supplying a correct answer if one is false.

i. Use a variety of activities: summarizing, dramatizing, preparing questions to ask others, dictating a few sentences, sequential listing of sentences which summarize the story, finding new words in the text and reading the sentences in which they appear, using new words in original sentences, illustrating the story.

5. Familiarize yourself with usable texts in the field of teaching reading to pupils who are learning English as a second language. The list that follows is by no means exhaustive.

Title	Author or Source	List Number
English as a Second Language Series: Books 5-6	Kitchin et al.	116-685.04 116-685.05
English for Today: Books V, VI	National Council of Teachers of English	115-860.5 115-860.6
English 900: Books 3, 4 (also with workbooks)	English Language Services, Inc.	115-460.02 115-460.03
English This Way: Books 9-12	English Language Services, Inc.	115-460.22 115-460.25
English: Your New Language: Book 1 (Beginners)	Benardo-Pantell	116-678.6
Family Life in the USA	Alesi-Pantell	116-584

Language Improvement and Enrichment Series	Board of Education of the City of New York	Bureau of Community Education
Second Book in American English	Alesi-Pantell	115-190.01

APPENDIX A

Supplementary Information About Evaluation for Planning and Teaching

Using Standardized Test Results

From a study of standardized test results, you can find out much about children's learning. The test manual supplied with a quality reading test often gives a good deal of information about that test and about tests in general. It tells how the *validity* (whether the test measures what it claims to) and *reliability* (whether there is consistency in measuring) were established.

Of particular importance is the term *norm* — a concept often misunderstood. A norm is *not* a grade standard or a passing mark. It is the statistical average for the general population of the city or state or region or nation in which the test was standardized. The test norm for a grade means that, on a particular test, half the children in the test sample got a raw score at or above a certain point, and half got a raw score at or below it. Ignorance of the fact that a norm is *not* a grade standard sometimes leads people to the erroneous assumption that all children can and should reach the norm or be considered to have failed in reading.

If by some magic all the children in a grade could be made to reach or exceed the norm for that grade, a new and higher norm would have to be established in order that 50 percent of the children might still be above and 50 percent be below it. Thus 50 percent of the children would again be assumed to have "failed" and the whole process of trying to make every child reach the norm would start over again.

Nobody expects all children to be exactly at the average for their grade, whether in height, weight, or reading. The value of norms is that they help compare the child with other children in the same grade, and compare him with himself in terms of his own rate of progress. The teacher will have to rely on her own judgment — supported by data available on cumulative record cards — of each child's capacity for learning.

In interpreting reading test results, remember that the extremes of reading achievement widen as children progress to higher grades. A good achiever will not only be above the grade average while still in the primary grades, but will also make faster-than-average progress thereafter. A poor achiever will not only be below the grade average, but will make slower progress thereafter, unless he is given additional help. Very slow-learning children may never achieve at the grade norm, even with additional help, but will continue to progress much more slowly than children with average learning capacity. However, it should not be assumed that a poor achiever is necessarily a slow learner.

Very low raw scores on a test should be regarded with suspicion. A virtual nonreader might guess, get some items right by chance, and receive a grade-score higher than his actual reading level. This does not mean standardized tests are not good. It does mean that teachers must interpret results carefully and, when possible, should examine actual test papers to see how scores were achieved.

It often happens that a citywide test is too easy or too hard for a number of children. This happens because a citywide test is selected for an entire grade; it can therefore be only approximately the right test. For instance, children in the fifth grade, citywide, may be reading on a range between second and tenth grade levels. The test selected really gives reliable results for only the majority of fifth-grade children. It is probable that children who score very near the bottom or very near the top of the range of grade norms for a test would receive more accurate scores if they were tested with the next lower or next higher level of the same test series.

A common misuse of test scores is to select reading materials on the basis of test scores alone. The norms provided with a test are based on samples of achievement by a large group; they are not indications of whether a particular publisher's basal reader or trade book is right for a particular child. The publisher's designations of a grade level for his material are only his own approximation, and different publishers use different ways of measuring the difficulty of their books. The test shows only how a child works under pressure. A far better approach to selection of reading materials is the open book test described below. Such an approach helps the teacher fit the book to the child by hearing him read it.

The test scores are not intended to be used as a rating of teachers by administrators or by teachers themselves. That pupils in a certain school or class show below-average achievement is not necessarily a reason for discouragement; that they show above-average achievement is no reason for complacence and self-congratulation. In both cases, continued improvement in reading is important. Children's backgrounds are vital in considering their achievement in reading. This is particularly true of New York City, since the character of its population is far from typical of the state or national groups that provide norms for most standardized tests.

Interpreting Test Results for Disadvantaged Children

The most striking characteristic of New York City's public school population is its extremely varied composition and enormous range of academic aptitude and achievement. It is true that the average reading achievement of the city has tended to resemble that of the nation; ongoing study of test results has revealed that the large number of very poor scores have been balanced by a large number of very good scores.

The resemblance of the city average to the national average should, of course, not lead to smugness or apathy in the city's education. While it is certain that all children cannot be forced up to "grade," both good and poor readers can all improve; but it is important to understand the *why* of certain poor achievement in order to cope with it successfully. For one thing, we have a large disadvantaged population with consequent limitation in academically useful experience and language development, and often with the drawbacks of poor nutrition and undiscovered physical defects; for another, a large proportion of our disadvantaged children move from school to school every year.

Concurrently with an exodus of a large number of middle class residents who purchase homes in the suburbs has occurred a marked in-migration to New York City from distant places in and outside of the United States mainland—southern United States, Puerto Rico, Europe, South America, the Caribbean, and Asia. Often the children come from cultural environments markedly different from New York City's. These children face the handicaps of learning a new language and adjusting to a different pace and environment. Many come from areas where they — and their parents — have received little education.

Recent studies of the reading achievement of New York City public school children have shown that, for each ethnic group, the in-migrant pupils who had entered the city's schools in kindergarten or the first grade obtained significantly higher reading scores in the sixth grade than the in-migrant pupils who entered after the second grade. It is important to examine record cards for a picture of each child's history of attendance and mobility and to take account of it in interpreting reading scores. Extra effort spent on such data may be well repaid.

In assessing the reading ability of non-English-speaking children, do not assume that they cannot read at all. They may already have some reading power in their own language, and a brief test in a book in that language may give surprising information. On the other hand, bilingual children may be able to read English orally; it is wise to determine whether they really understand what they read or whether they are verbalizing.

Assessing Readiness for Formal Reading Instruction

A many-angled view of the child's readiness for formal, systematic instruction in reading is of special concern to the teacher in the first grade. A teacher thoroughly experienced with first-grade children can usually make a dependable judgment as to a child's maturity and readiness for formal reading instruction, but the less experienced teacher finds herself uncertain in deciding about a number of her students. The test results form only part of the appraisal. Even more important are the teacher's observations of each student in the day-to-day activities of the class.

Supplementary Evaluation When Necessary

The Informal Evaluation of Reading

The evaluation of a student's reading should never be regarded as a onetime occurrence that consists of administering and scoring a standardized test. By far the most important evaluation is that which occurs throughout the year in the classroom. In general, the two avenues for the teacher in this ongoing evaluation are her careful observation of the pupil and the informal tests she uses as needed. She either devises these tests for a specific purpose and at a specific reading level, or adapts exercises and brief tests that are in the reading materials her students are using. There is no formal test material superior to that which the teacher designs to fit a particular situation. Needless to say, the actual material in standardized achievement tests should *never* be used outside of the formal test situation.

Informal tests and observations may help answer many questions about a child's reading that formal large-group tests are not designed to answer:

1. What level of reading material can this child read?
2. What basic reading skills is he proficient in?
3. Which ones is he deficient in?
4. What new and higher skills is he ready for?
5. What specific work-study skills can he already use?
6. What can I teach him now?
7. What is his attitude toward reading and toward self-improvement in reading?
8. Does he need special motivation more than most children?
9. What kind of subject matter is he most interested in?
10. Can he work independently?
11. Is he persistent about finishing a job he has begun?
12. Is he careless or indifferent in doing his assignments?
13. Does his attention to a task often fluctuate?
14. Is he comfortable or tense during a reading lesson?

Using the Informal Textbook Test

Numerous research studies and teachers' own experiences show that the grade score achieved on the formal test tends to be higher than the grade designation of published materials the child can actually read. As has been pointed out, teachers often find that publishers' estimates of the reading level of their books do not agree with one another. A teacher may find that a ninth-year book of one publisher's series is "too hard" for her ninth year class, while that of another series is "right."

Furthermore, the instructional material that is used for teaching the student can be on a more difficult level than the "independent material" which the child is to read on his own. There may be a gap of a year or more between them.

The informal textbook test presented here is a valuable aid to the teacher in many ways. Like all procedures, it should be used thoughtfully. The figures and percents suggested in the section on interpretation may be modified. Furthermore, since teachers may differ in what they consider to be a reading error, the informal test is not objective, and the grade level it yields should be regarded as a useful instructional aid and not as the equivalent of a grade norm. Besides, some errors are more serious than others. If Janie reads, "During the summer, plants *story* food for the following winter," she not only needs help with the word *store,* but, more important, has not learned *always* to read for meaning — a very serious deficiency.

The informal textbook test is not the only avenue to an appraisal of reading status. Even before the tests are given, the cumulative reading records provide information about performance in previous grades.

*Giving an Informal Textbook Test

The *informal textbook test* is an important way to measure the teaching of reading.

At the beginning of the school year, the test is used:

1. To determine a child's instructional reading level
2. To aid in requesting appropriate reading material
3. To diagnose abilities and deficiencies in skills
4. To aid the teacher in grouping children for reading.

During the school year, the test is used:

1. To move a child from one instructional level to another when his reading material is too easy or difficult
2. To evaluate his mastery of skills taught
3. To determine the instructional level of a newcomer
4. To complete the record of a child being transferred.

At the end of the school year, the test is used:

1. To evaluate a child's reading progress
2. To complete his reading record before sending it on
3. To provide supervisors with information that will help them in planning their next school organization.

Testing at or above the pupil's level

1. *Conditions.* Each test is to be administered individually. Other students should not hear the responses.

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* Excerpt from *Sequential Levels of Reading Growth,* Division of Elementary Schools, Board of Education of the City of New York, 1963, p. 44.

2. *Materials.* Obtain books in a specific series, ranging from one year below to one year above the student's reading level, as noted on his Reading Record. Use, if available, the free Informal Textbook Test pamphlet prepared by the publisher of the series being used (this pamphlet indicates by page numbers the selections best suited for use in tests and provides suitable comprehension questions for each indicated selection).

   Or prepare an original test: (a) Select a passage of about 100 running words in a story without too many unfamiliar concepts. Prepare four comprehension questions based on the the selection, including literal meaning and finding details; getting main idea; drawing inferences; and reacting to the story.

3. *Procedure.* Choose a book corresponding to the student's instructional level as noted on his Reading Record. Introduce the selection, establish rapport, tell a little about the story, tell the proper names, and ask the student to read orally without previous silent reading.

4. *Scoring.* Note and count errors as follows:

   Nonrecognition Errors. Each *different* word a student does not know (tell him the word after five seconds) or mispronounces counts as one error. Words mispronounced because of foreign accent are not counted as errors.

   Addition Errors. Count as one error all words the student adds, regardless of the total number of additions.

   Omission Errors. Count as one error all words the student omits, regardless of the number of omissions.

   Endings Errors. Count as one error all endings the student omits, no matter how many endings are omitted.

Interpreting the Informal Textbook Test

1. If a student makes fewer than 5 errors, repeat the test using a reader at the next higher level. Continue until the level at which he makes about five errors is reached.

2. If a student makes more than 5 errors, repeat the test using a reader at the next lower level. Continue until the level at which he makes about five errors is reached.

3. If the student makes about 5 errors, then ask the four comprehension questions. A score of 75% or higher indicates that this is the student's instructional level. If he scores lower than 75 percent, then:

If the student is at or below third-year reading level:

a. Prepare another test of 100 running words from a story at the level on which he scored about five errors.

b. Have the student read the new selection silently.

c. Ask him four comprehension questions.

d. A score of 75 percent or higher indicates that this is the student's instructional level; but if the comprehension score is lower than 75 percent, then assign him the reader one level below the one used in this test, for this is the student's instructional level. Work closely with him on his comprehension skills.

If the student is above third-year reading level:

Follow the procedure just outlined, but use three pages in a story instead of just 100 running words.

Recording the Student's Performance on an Informal Textbook Test

Samples of reading material not only furnish an idea of the student's general reading, but also serve diagnostic purposes. Using a sheet for each student, the teacher records the student's errors as he reads from the book, noting such items as words miscalled or not attempted, hesitations, repetitions, poor phrasing, unfamiliar phonic elements, and responses to various types of comprehension questions. Such a procedure, particularly for poor readers, contains valuable clues to individual instruction. In addition, undesirable habits like lip movements, head turning, or keeping the place with the finger can be noted. Though this kind of diagnostic procedure is time-consuming, it is used when the teacher needs to evaluate a student's status or progress.

Determining Status or Progress in Specific Skills

Throughout the term, the teacher makes decisions about students' progress in specific reading skills through brief informal tests of the specific skills. Just as important is direct observation of what the student is doing and how he does it. Above all, do not appraise reading mechanically; do not follow a specific procedure unvaryingly. The situation, the skill under consideration, and the available material suggest the techniques of evaluation to use in studying children.

For example, the student's performance on a job frequently offers clear clues. If a student has worked for a few sessions on a series of tasks that give practice in following directions, and has performed quite well, it is wasteful to have him go on with the exercises even though the booklet has dozens more. He is obviously able to perform this particular task and is ready to undertake something else or the same skill at a more advanced level.

Another way to judge a student's competence in a skill is by a brief informal test. Choose passages in a reader or textbook (on a suitable reading level) that illustrate the skill you wish to test. A few written questions (for a group of students) or oral questions (for a single student) may quickly determine how well students are functioning.

If you devise tests of this kind from time to time, they will accumulate into a file that can be used again. It is important to remember that not only the skill itself but also the difficulty of the material read must be considered. In testing ability to make inferences on a very early level of reading, call for very simple inferences. In high school, require more difficult inferences, using more difficult material. In all cases, make certain that you are really testing the skill you want to test.

Brief tests of phonics and other word recognition skills are not difficult to develop. It should be noted here that mimeographing material from copyrighted workbooks is contrary to copyright law. However, these workbooks offer good suggestions and frameworks that can be used as models in constructing short tests.

With regard to sight word recognition, students sometimes repeatedly fail to recognize certain words (whose, their, would, etc.) that occur with special frequency. Words, with the exception of nouns, that occur most frequently in reading material form the *Basic Sight Vocabulary of 220 Service Words* devised by E. W. Dolch. It is probable that the average third-grade child ought to know all these words without hesitation. A quick individual test should discover the words the student does not know. These can then be put on cards and used as the basis of short practice sessions and games towards establishing mastery of these "service" words.

Evaluation of comprehension is important at all school levels. Ability to interpret what is read may be evaluated through oral questions, testing not only literal comprehension, but also skills such as making inferences, generalizing, and thinking critically. As students mature and read more complex materials, the teacher appraises ability to recognize and understand analogies, abstractions, passive constructions, metaphors, subordinate clauses, and referential terms.

Rate of reading is not hard to test. In the upper elementary and secondary school grades, pupils may be given a time limit for reading a particular selection. At the end of the time, they may be told to mark the line they have just read. The teacher then gives the group a comprehension test based on the selection. With some help — (perhaps by giving the average word length of a line) — the students may estimate how many words they have read per minute. If comprehension has been good, students should be urged to read a little faster in subsequent tests; if poor, more slowly. Students who still have difficulty with word recognition should not be urged to work for speed until specific improvement has occurred.

In choosing selections to test and increase reading speed, avoid passages that include a great deal of important detail. Children should be taught to read different types of material, for different purposes, at appropriate speeds. For example, social studies or science material with many important facts or difficult concepts should be read *carefully* and *slowly,* not quickly. Rather easy narrative-type material, on the other hand, lends itself to rapid reading when being read only as a story; if the purpose is to examine the material critically and thoughtfully, the same content should be read more slowly.

Teacher-Constructed Material

Often, teacher-made materials can be more effective than commercial materials because they can be directly tailored to meet specific needs and situations. Care, however, needs to be exercised in their construction and they should be evaluated in the light of how effectively they meet indicated needs. Aware of a specific set of problems, the teacher is actually in a better position to develop appropriate materials than absentee publishers or an author not familiar with local problems.

APPENDIX B

Grouping to Teach Reading

No specific lesson plans are presented here for the teaching of reading skills. However, the teacher may find the following general plan of organization valuable in planning such lessons.

Two-Group Plan*

	Group I	*Group II*
Monday	Teaching → *Independent Work	Recreational Reading → Teaching
Tuesday	Independent Work → Recreational Reading → Teaching	Teaching → Independent Work
Wednesday	Teaching → Independent Work	Independent Work → Recreational Reading → Teaching
Thursday	Independent Work → Recreational Reading → Teaching	Teaching → Independent Work
Friday	Teach Class as a Unit	→

*The arrow in each case indicates the activity to which the preceding activity leads. Thus on Monday, Group I has independent work to complete after the teacher has met with it. Group II works with the teacher after having recreational reading. The term Teaching means that the teacher works with the group.

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* Robert Karlin, *Teaching Reading in High School.* (Indianapolis: Bobbs-Merrill, 1964), p. 254.

Three-Group Plan*

	Group I	*Group II*	*Group III*
Monday	Recreational Reading → Teaching	Teaching → Individual Work	Individual Work → Recreational Reading
Tuesday	Individual Work	Recreational Reading → Teaching	Teaching → Individual Work
Wednesday	Teach Class as a Unit →		→
Thursday	Teaching → Individual Work	Individual Work → Recreational Reading	Recreational Reading → Teaching
Friday	Recreational Reading → Teaching	Teaching → Independent Work	Independent Work

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* Karlin, *op. cit.*, p. 255.

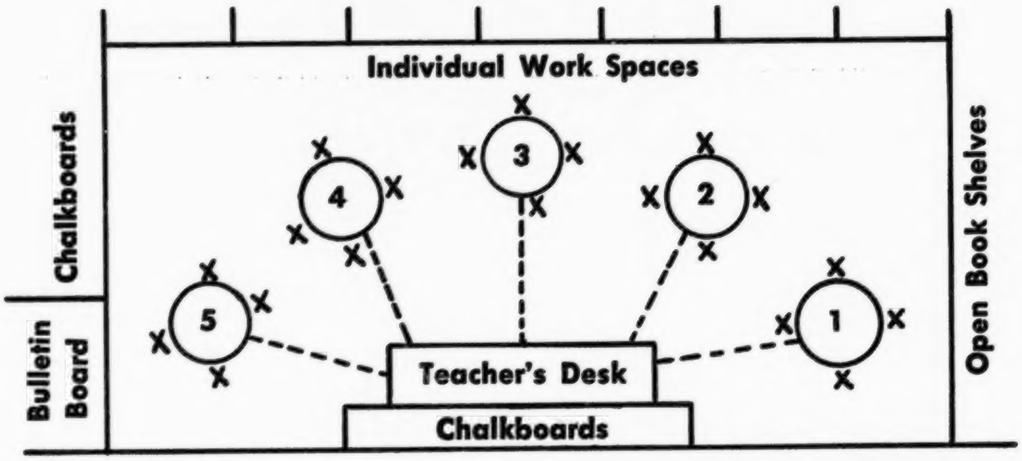
APPENDIX C

Using Reading Centers

As the teacher acquires experience in planning for instruction and confidence in initiating programs, he may wish to experiment with less orthodox types of class organization for reading instruction. One such type of organization with strong motivational possibilities is that of reading centers. The requirements for setting up such centers are:

1. Movable furniture with tables that accommodate approximately four pupils
2. Individual work spaces
3. Book shelves and cabinets with a more than adequate supply of books, including programmed instruction materials, magazines, and manuals
4. Audio-visual equipment, including overhead and slide projectors, tape recorder, record player, screen
5. Filing cabinets for storage of necessary records and loose materials
6. Chalkboards and bulletin boards

*The following is a sketch of what such a room might look like:



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*This sketch is an adaptation of a sketch in Karlin, *op. cit.*, p. 269.

Each center is organized to meet short- or long-term needs and interests of pupils who choose it and are assigned to it. For example, Center Number 1 may be concerned with a project in locating information, which will also entail coordination with the school library. Center Number 2 may work on vocabulary development through use of programmed materials, each student proceeding at his own pace. Center Number 3 may work on ways of using context to build vocabulary, drawing liberally on materials on the open bookshelves. Center Number 4 may work on detecting propaganda devices and will be using some projection equipment. Center Number 5 may investigate high interest reading material for the purpose of presenting an annotated bibliography to the class. The teacher's desk is arranged so that central direction may easily emanate therefrom out toward the separate centers. The centers themselves, however, are the focal points from which all activities radiate out toward the bookshelves, the teacher, audio-visual equipment, and the school library. The less experienced teacher might start with two centers and then branch out.

To insure smooth operation of each center one student is appointed center director with responsibility for carrying forward the center's project and establishing liaison with the teacher. As is obvious, the successful functioning of reading centers requires meticulous planning by the teacher. It implies good rapport between teacher and pupils so that disciplinary problems are minimal.

A reading instruction plan using reading centers has the following advantages:

1. It promotes pupil initiative and independence of action.
2. It allows for flexibility in planning for instruction.
3. It develops the ability to work together.
4. It permits the teacher to conduct individualized teaching to correct pupil difficulties.
5. It builds a mutual respect of pupils for teachers and teachers for pupils.
6. It prevents floundering by spotlighting the pupil who is having difficulty and insuring that remedial action will be taken.

APPENDIX D

A BASIC SIGHT VOCABULARY OF 220 WORDS — E. W. Dolch*

(Reproduced with permission of the author)

These words make up 50 to 75 per cent of all school reading matter. They are arranged in order of difficulty. For instructional purposes it is important that they be known in any order and not just as they occur in the columns. The list may be divided into small units for use with very poor readers.

a
I
too
to
two
the
in
see
into
and
up
blue
she
yellow
he
go
you
we
big
red
jump

it
play
down
for
old
is
me
look
can
good
brown
six
be
today
not
little
one
black
my
at
all

so
by
do
are
him
her
on
green
eat
four
said
away
run
they
that
going
did
who
like
come
had

saw
no
long
yes
an
three
this
around
was
just
ten
get
if
soon
its
some
from
fly
then
but
as

under
before
walk
stop
drink
his
made
your
ride
help
call
here
sleep
cold
will
pretty
them
when
round
am
white

---

* The list is arranged according to parts of speech and in alphabetical order in *Better Reading*, E. W. Dolch, Garrard Press, Champaign, Illinois, 1951.

VOCABULARY OF 220 WORDS *(continued)*

funny
put
take
of
say
or
ran
work
with
there
about
after
what
ask
sing
must
five
myself
over
cut
let
again
new

well
have
how
keep
out
sit
make
went
has
seven
right
why
please
upon
give
once
together
us
tell
ate
where
many
warm

laugh
live
now
came
buy
very
hold
would
hot
open
light
their
pull
may
goes
small
find
could
fall
think
far
found
read

were
best
because
grow
fast
off
draw
bring
got
always
much
does
show
any
try
kind
wish
carry
know
only
pick
don't
gave

every
which
our
want
thank
better
clean
been
never
those
write
first
these
both
shall
own
hurt
eight
wash
full
use
done
start

APPENDIX E

Reading Analysis Checklist

Once you have met your class, direct methods of appraisal and analysis are available. These may take the form of continuing observation of the student as he interacts with the school program and the use of evaluative instruments constructed by you or specialists for specific needs.

Ongoing Procedures for Continuing Appraisal

1. Record Keeping

   Keep anecdotal record in notebook with one page for each student. Paste in rexographed checklist similar to the one suggested below.

2. Frequency of Recording

   At the beginning of the term, record behavioral clues, oral reading weaknesses and silent reading pattern. Also, before each report card, summarize for the preceding period. At the end of the term, make a final summary.

3. Suggested Checklist

   You may find all of the checklist that follows valuable in giving a picture of reading difficulties of individual students. It is especially designed for students reading at a low level. Modifications of the list should be made as you find them necessary.

CHECKLIST

I. *Behavioral Clues to Reading Disability*

Dislike for reading
Poor attention

- Lack of perseverance
- Inability to read material on grade level
- Symptoms of visual or hearing difficulties
- Difficulty in remembering material read
- Emotional disturbance and nervous tension when reading

II. *Oral Reading — General Characteristics*

- Word-by-word
- Misuse of punctuation
- Mispronunciations
- Hesitations
- Substitutions
- Repetitions
- Insertions
- Omissions
- Reversals
- Poor phrasing
- Unsatisfactory eye movement

III. *Word-Attack Techniques*

- Guesses
- Does not try
- Fails to use:
    - Configuration clues
    - Picture clues
    - Context clues
- Uses phonetic analysis inadequately
    - Single consonants
    - Consonant blends
    - Consonant digraphs
    - Single vowels
    - Vowel blends
- Fails to use structural analysis
    - Compound words
    - Prefixes
    - Suffixes
    - Word roots
    - Inflectional endings
    - Contractions
    - Abbreviations
    - Syllabication
    - Accent

IV. *Silent Reading*

- Subvocal reading
- Pointing
- Poor posture
- Short attention span
- Fidgeting
- Book held too close
- Book held unsteadily

V. *Comprehension*

Does not understand what he has read

Has difficulty with:

- Main ideas
- Details
- Sequence
- Cause and effect
- Directions
- Predicting outcomes
- Critical analysis

VI. *Work-Study Skills*

Limited knowledge of specialized vocabulary

Insufficient ability in the use of pictorial and tabular materials

Lack of efficiency in using basic reference material

Inappropriate application of comprehension abilities

APPENDIX F

Suggestions About Preparation of Pupils for the Administration of Metropolitan Reading Tests

The problem of how far the teacher should go in preparing pupils for a nationally standardized reading test is one that needs to be resolved ethically and in an educationally sound manner. Dr. J. Wayne Wrightstone, Assistant Superintendent for Research, in a special memorandum* has set forth the following guidelines for such preparation:

1. In daily reading instruction at grade 4 and above, stress such skills of silent reading as: (a) stating the main idea of a paragraph or selection; (b) getting the literal meaning or direct detail from a sentence or phrase; (c) making inferences from the facts stated; and (d) determining the special meaning of a multi-meaning word used in a selection.

2. At periodic intervals administer to pupils teacher-made or committee-made reading tests which are similar in format to the Metropolitan Reading Tests. At grade 4 and above, these tests will contain some selections or paragraphs followed by four types of questions or items indicated in the preceding statement. (See Appendix A.)

   At grade 5 and above, mimeograph a separate answer sheet so that pupils will gain practice in marking a separate answer sheet. This is an attempt to approximate the nationally standardized test-taking experiences of children.

   Such periodic test-taking exercises will probably be of more value to disadvantaged than advantaged children. It will not harm either type of child.

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* Memorandum of February 24, 1967, 2000 JWW, to District Assistant Superintendents

NOTE: Subscribers to Scholastic magazines such as *News Trails, News Explorer, Young Citizen, and Newstime* will find reading tests following this format issued three times each year (October, January, May).

3. *Strive for good mental health.* If the teacher and supervisor follow the suggestions about stressing day-by-day attention to the various skills in reading instruction and the periodic use of teacher-made tests similar to the Metropolitan Reading Test, a good foundation has been laid for a confident pupil attitude. If the pupil knows the reading skills the nationally standardized test is to cover, he is more likely to be relaxed and calm in the crucial test situation.

4. It is permissible to administer tests other than the Metropolitan Reading Tests to accustom pupils to the taking of tests. This is especially true of the use of older and obsolete reading tests not currently used. The Bureau of Educational Research has constructed and published tests: *Growth in Reading:* Test C and Test D, which measure the reading skills, or objectives, as previously described. These are listed on the Bureau of Supplies Approved List. (NOTE: Do not depend on the grade norms reported. They are obsolete.)

5. Review briefly a day or two before the administration of the nationally standardized test the objectives, or skills, that have been a concern of the day-by-day instruction and the periodic teacher-made tests. Don't try cramming; it will probably do more harm than good.

6. *Do not administer or discuss specifically any form of the Metropolitan Reading Test.* Research has shown that administration of a parallel form of the test a week before the test is administered will produce a practice effect, on the average, of two or more raw score points. The administration or discussion of the specific form of the test administered is fatal. The results are useless and misleading. It is an abuse of standardized tests.

   It is unethical to administer or discuss with pupils a parallel form or the specific form of the test to be used in a citywide survey of reading or of any other subject.

Sources of Selections for Test Exercises

Where can teachers or committees for a school or district look for paragraphs, or selections, for test exercises in reading comprehension? Here are some suggestions which offer guidelines for action:

1. Use or adapt a paragraph or paragraphs from a basal reading textbook or any supplementary reading books to provide a selection from which questions or items previously defined may be contributed to measure aspects of reading comprehension.
2. If the teacher or committee prefers to write "original" selections, newspaper stories, magazine articles, or social studies and science books provide excellent ideas which may be developed into "original" selections or paragraphs.

Format of the Test Exercises

The basic design of each test exercise (similar to the Metropolitan Reading Test of Grade 3 and above) involves four basic aspects of reading comprehension which are consistent for each exercise. Additional optional items are not necessarily included in each test exercise. These categories provide the basis for indicating that the comprehension test has analytical features for use by the teacher.

A. *Main thought.* Ability to select the main thought of a passage; ability to judge the general significance of a passage; ability to select a headline for a passage

B. *Literal meaning.* Ability to understand a writer's explicit statements; to get the literal meaning of what is written; to identify direct details in the passage

C. *Reasoning in reading.* Ability to weave together the ideas in a passage and to see their relationships; ability to draw correct inferences from a writer's statements; to go beyond the literal interpretation to the implications of the statements

D. *Word meaning (Vocabulary).* Ability to determine from the context the meaning of an unfamiliar word; to select the one of several known meanings of a word that is most appropriate in its particular contextual setting

E. *Optional skills* or abilities that are occasionally tested include: Ability to determine a writer's purpose, intent, or point of view as expressed in the passage; ability to determine the tone or mood of the passage. These are mainly inferential items and may be subsumed under "reasoning in reading."

General Suggestions

1. Use fresh material that children will not be likely to have read in popular books. Avoid familiar fairy tales, fables, etc.

2. Avoid "tie-in" items or questions that depend on a previous question for aid in answering.

3. Avoid "obvious" answers to questions in which children can select the answer without reading the selection.

4. Keep the vocabulary level of the questions consistent with the vocabulary level of the reading selection or paragraph. Both should represent about the same level of difficulty.

5. Maintain an appropriate and representative emphasis upon the modern urban cultures and subcultures.

Example of a Reading Test Exercise — Grade 3 or 4

The following selection has been adapted from a story in a children's magazine for a reading test exercise. As such, it requires items and questions that test the following: (a) main idea or theme of the passage; (b) literal meaning of a part of the passage; (c) an inference or conclusion to be drawn from the passage; and (d) a *word* with multiple meanings whose specific meaning can be determined by the *context* in which it is used in the passage.

> Theodore Roosevelt was President of the United States many years ago. He was also a famous writer, soldier, and explorer.
>
> But he was never too busy to write letters to his six children. He wrote to them whenever he or they were away from home. He began when the children were very, very young, so at first he sent funny little "picture letters" that he drew himself. He kept on writing often until the children were grown up. He gave them a *report* about their pets, or about the family, or what he saw on his travels.
>
> Roosevelt's children saved the letters because they were so funny and interesting. You can read them today in a book called "Theodore Roosevelt's Letters to His Children."

1. A good name for this story is

____A Helpful President
____A Great Artist
_X_A Loving Father
____A Busy Traveller
(Main idea or theme)

2. Besides being President, Theodore Roosevelt was

____a mayor
____a sailor
____a printer
_X_an explorer
(Literal meaning)

3. Roosevelt sent "picture letters" because (Inference)

____he liked taking pictures
____he liked to draw
_X_the children couldn't read
____he was travelling

4. As used here, *report* means

____call back
____complain
_X_story
____repeat

(Multi-meaning word)
(See dictionary)

APPENDIX G

Reading Services Available

Reading programs have been developed independently by each of the senior high schools. Therefore, there is no uniform organization of reading services applicable to all high schools. There are, however, many services as part of an ongoing program with which the beginning teacher should become familiar. By knowing who administers a particular service and where this service is rendered, he can obtain needed help. The duties and functions of personnel administering the services listed below may vary from school to school.

1. *Department Chairman*

   Although the department chairman may not be a reading specialist, he is a licensed supervisor familiar with every phase of English language arts instruction and able to give valuable advice. In addition, as custodian of the departmental professional library, he knows the materials currently available in the department for teaching reading. Furthermore, he is familiar with the total school organization and can, therefore, direct you to the proper source for specific information.

2. *Reading Coordinator*

   This is usually an unofficial title. It refers in some schools to the person responsible for organizing and administering a reading program and conducting remedial services. Often the teacher handling this assignment selects students for reading classes and clinics, interviews students and parents, administers tests, and maintains such records as are necessary. Also, he frequently prepares lessons and exercise materials for the use of other teachers in the reading program.

3. *Guidance Counselor*

This is an officially licensed person responsible for all phases of the student guidance program in his school. While he may not be trained or experienced in the teaching of reading, he is likely to be informed about diagnosis and testing.

4. *Grade Adviser*

This is one of a number of teachers responsible for guiding designated students throughout their high school courses. He is principally concerned with programming students for those courses best suited to their interests, needs, and abilities. Although he is not necessarily familiar with the teaching of reading or of English language arts, he does have much specific information about individual pupils.

5. *Reading Clinic*

The reading clinic, a place or class for the very poorest readers in the school, usually accommodates a relatively small number of pupils during any one period. For maximum effectiveness, the department's most experienced teacher of reading should teach these pupils.

6. *Special Reading Classes*

Schools may organize reading improvement classes in a variety of ways, but they all share the common objective of attempting to improve reading competence. Some of the varieties are:

a. Special English classes with heavy emphasis on reading skills but with responsibilities for the regular language arts syllabus

b. English classes that meet for a double period daily, with one period devoted to reading improvement and the second period to the other aspects of English

c. Opportunity classes offering special credit over and above that earned in the English class for concentrated work for one period a day on reading skills

d. Voluntary special help classes with an assigned teacher skilled in remedial instruction.

7. *Reading Consultant*

This is a reading resource person in each field superintendent's area. He is responsible for implementing district plans in reading on a K-12 basis. He works directly with schools on problems related to the teaching of reading and on materials for the teaching of reading.

8. *Bureau of Child Guidance*

Personnel attached to the Bureau of Child Guidance may be assigned to a school on a part-time basis. Such persons are often specially trained in psychology, psychiatry, and in testing and evaluation. They may be especially qualified to give practical advice with respect to specific children and their problems. The Bureau itself, through publications, public relations activities, research, and special reports, attempts to extend knowledge and understanding of children.

9. *After-School Study Center*

The After-School Study Center is intended only for the registered pupils of the day high school in which the center is located and offers remedial instruction in reading as well as tutorial instruction in English. Students are selected, on a voluntary basis, by chairmen and teachers. Since the teachers accepting assignment to the After-School Study Center are likely to be specially qualified and interested, they are additional resource persons for consultation by the inexperienced teacher.

APPENDIX H

Selected Readings for Teachers of Reading in the Senior High School

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WEISS, M. JEROME. *Reading in the Secondary Schools.* New York: Odyssey Press, 1961.

WHIPPLE, GERTRUDE AND BLACK, MILLARD H. *Reading for Children Without — Our Disadvantaged Youth.* Newark, Del.: International Reading Association, 1966.

Professional Journals

English Journal. National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. (Published monthly October through May).

The Journal of Reading. International Reading Association, Box 695, Newark, Del. (Published six times per year).

The Reading Newsreport. P.O. Box 63, Wethersfield, Conn. (Published monthly October through May, except December).

The Reading Teacher. International Reading Association, Box 695, Newark, Del. (Published monthly October through May).